

**PRINCIPALS' INNOVATIVE SUPERVISORY SKILLS AND TEACHERS'
EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN EDO SOUTH
SENATORIAL DISTRICT OF EDO STATE, NIGERIA.**

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PG/EDU0502081

**DEPARTMENT OF EDUCATIONAL MANAGEMENT, FACULTY OF
EDUCATION, UNIVERSITY OF BENIN, BENIN CITY.**

MARCH, 2026

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**A THESIS WRITTEN IN THE DEPARTMENT OF EDUCATIONAL
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MARCH, 2026

CERTIFICATION

This is to certify that this work was carried out by **AIWANSOBA PRISCILLIA** in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This work is dedicated to God Almighty.

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ABSTRACT

The study assessed the influence of Principals' Innovative Supervisory Skills on teachers' effectiveness in public secondary schools in Edo South Senatorial District of Edo State, Nigeria. To guide the study, six (6) research questions were raised and four (4) hypotheses were tested using Pearson Product Moment Correlation (PPMC) and Fisher Z-test at 0.05 level of significance.

The study adopted a descriptive survey of correlational design. The population comprised 136 principals from the public secondary schools in Edo South Senatorial District, while a sample of 14 principals and 126 teachers was selected using a multistage sampling procedure. Two instruments titled: the Principals' Innovative Supervisory Skills Questionnaire (PISSQ) which consist of two sections, section A and B and Teachers' Effectiveness Questionnaire (TEQ) which also had two sections A and B were used to collect data for the study.

Data collected were analyzed using mean and standard deviation to answer the research questions, while Pearson Product Moment Correlation (PPMC) and Fisher's Z-test were used to test the hypotheses at a 0.05 level of significance.

The findings revealed that principals utilise various innovative supervisory skills and that teachers demonstrate a high level of effectiveness.

The findings also revealed that there was no significant relationship between principals' innovative supervisory skills and teachers' effectiveness. The findings also revealed that gender, educational qualification, and years of experience of principals did not significantly influence teachers' effectiveness. Based on the findings, it was recommended that school principals should attend workshops, seminars and training programmes to improve their supervisory skills. Principals should maintain open and effective communication with teachers. The findings also recommend provision of technological facilities in schools' regular supervision, and enhanced professional development opportunities for teachers.

CHAPTER ONE

INTRODUCTION

Background to the study

Secondary education is one of the most important stages in any nation's educational system as it serves as the bridge between primary education, where learners acquire foundational literacy and numeracy, and tertiary education, where they pursue advanced training and specialization. At this level, learners begin to develop critical skills, attitudes, and values that shape their future roles in society. In Nigeria, the Federal Republic of Nigeria (FRN, 2013) emphasizes that the objectives of secondary education include preparing students for useful living within society and for higher education. The consequences of this apparent supervisory deficit are reflected in the poor academic performances of students in public secondary schools, as evidenced by low performance on standardized and external examinations such as WASSCE and NECO. This suggests a systemic failure in translating supervisory practices into improved teaching quality. This indicates that what happens in secondary schools has far-reaching implications not only for the development of the individual learner but also for the overall social, economic, and technological advancement of the nation. UNESCO (2023) further underscores this point by noting that quality secondary education is critical to achieving the Sustainable Development Goals, particularly Goal 4 on inclusive and equitable quality education for all.

For the objectives of secondary education to be achieved, teachers remain the heart and soul of the school system. They are the interpreters of the curriculum, the facilitators of learning, and the mentors who guide students' intellectual, moral, and social development. Effective teachers are those who possess deep subject knowledge, employ diverse and creative teaching strategies, manage classrooms efficiently, and build positive relationships with their students.

When teachers are effective, students not only achieve better academically but also develop socially, emotionally, and morally (Darling-Hammond et al., 2020; Oduro & Agyemang, 2022). Teacher effectiveness, therefore, is central to the success of secondary education and the realization of its goals.

Instructional coaching and mentoring represent one of the most impactful supervisory approaches. Instead of focusing solely on pointing out errors, principals now adopt a coaching role, working side by side with teachers to improve instructional practice. This may involve demonstrating teaching strategies, co-planning lessons, observing teaching with a supportive eye, and engaging teachers in reflective discussions about their classroom practices. Through mentoring, principals help teachers to develop confidence, build new skills, and embrace continuous improvement. Closely related to this is data-driven supervision, where principals make use of student performance records, assessment results, and classroom observations to make informed decisions. By analyzing data, principals are able to identify specific learning gaps, highlight areas of strength, and design targeted interventions that help teachers refine their teaching methods.

Another critical supervisory skill in today's educational environment is technology integration. Principals who are skilled in the use of digital tools can encourage teachers to incorporate online resources, virtual platforms, and digital assessments into their classrooms. This not only modernizes teaching but also creates opportunities for innovative feedback and supervision. Alongside this is the ability to foster collaborative teaching and professional learning communities, where teachers work together to plan lessons, share best practices, and reflect on classroom experiences. Such collaboration breaks the culture of isolation that often characterizes teaching and instead builds a spirit of teamwork and shared accountability. All these innovations must be underpinned by effective communication skills. The manner in which a principal delivers feedback, can make the difference between a teacher who feels

encouraged to improve and one who feels criticized and demoralized. Constructive communication that acknowledges strengths while identifying areas for improvement fosters trust and motivates teachers to act on feedback. In addition, classroom walkthrough skills have become increasingly popular, as they allow principals to conduct short, informal visits that capture the real picture of classroom interactions. Walkthroughs provide timely, non-threatening feedback and promote a culture of continuous supervision rather than episodic evaluation. Finally, capacity-building skills are essential in ensuring that teachers have continuous opportunities to grow. Principals who organize workshops, seminars, peer-learning sessions, and refresher trainings help teachers to acquire new knowledge, adapt to curriculum changes, and stay updated with global best practices.

The consistent use of these innovative supervisory skills enhances teacher effectiveness in multiple ways. Teachers who feel guided, supported, and professionally challenged are more likely to be confident, motivated, and committed to delivering quality education. Innovative supervision shifts the focus from fault-finding to professional growth, which leads to improvements in instructional quality, classroom management, and ultimately, student achievement.

However, it is important to recognize that principals differ in how they apply supervisory skills, and this is influenced by certain intervening variables such as sex, educational qualifications, years of experience, and age. For instance, research has shown that sex can affect leadership style. Female principals often adopt more collaborative and empathetic approaches that make supervision feel supportive, while male principals may emphasize authority and accountability, which can also be effective when properly managed (Ijiwole & Ilesanmi, 2023). Educational qualifications also matter because a principal with advanced academic training is likely to be more conversant with modern pedagogical practices, capacity building, data-driven supervision, encouraging immediate constructive feedback and

technology integration, thereby bringing richer insights into supervision (Ebhomielen & Uwaifo, 2024).

Similarly, years of experience in teaching and administration play a role in shaping supervisory practices. Experienced principals often understand school dynamics better and can draw from a wealth of knowledge in addressing challenges. At the same time, experience that is not complemented by continuous professional learning may lead to reliance on outdated supervisory practices. Age also influences the adoption of innovative supervision. Younger principals may be more open to technology and new supervisory models, while older principals may excel in classroom walkthrough with reflective feedback, human relations, conflict resolution, and mentorship due to their maturity and institutional memory. These intervening variables not only influence how principals supervise but also determine how teachers perceive and respond to supervision. Teachers are more likely to accept feedback and improve their practice when they trust the competence, credibility, and intentions of the supervisor. Thus, the interplay between principals' innovative supervisory skills and their personal attributes has a direct bearing on teacher effectiveness. Schools led by principals who combine modern supervisory practices with supportive leadership styles tend to have teachers who are more motivated, innovative, and effective, ultimately contributing to improved student learning outcomes and the achievement of the broader goals of secondary education.

Nevertheless, the effectiveness of teachers does not depend on their effort alone but is shaped by the context in which they work. Factors such as classroom conditions, availability of instructional resources, access to professional development, workload, and school climate play important roles in shaping teacher performance. A teacher who lacks adequate resources, works in a poor learning environment, or receives little professional support may find it difficult to sustain effectiveness. Research has shown that one of the most influential factors

in this regard is the quality of school leadership, particularly the role of the principal. The principal is not only an administrator but also the instructional leader who sets the tone for teaching and learning in the school. A principal who provides guidance, support, and a conducive environment encourages teachers to give their best. In contrast, ineffective supervision can demoralize teachers and reduce their commitment to teaching (Okeke & Ogbodo, 2022; Adeyemi & Igbokwe, 2023).

The nature of supervision has, however, evolved in today's dynamic educational landscape. Traditional supervisory practices such as occasional classroom visits, lesson note checking, and post-lesson conferences are no longer sufficient to meet the complexities of modern teaching and learning. The demands of the 21st century call for principals to adopt innovative supervisory skills that go beyond mere monitoring and extend into mentoring, collaboration, capacity-building, and the integration of new technologies. These innovative supervisory skills involve creative, flexible, and forward-thinking approaches that enable principals to guide and support teachers more effectively.

Statement of the Problem

In recent years, effective instructional supervision has become central to achieving quality education and enhancing teachers' effectiveness in Nigerian secondary schools (Eja et al., 2020; Onuosa & Obuh, 2025). Principals, as instructional leaders, are expected to utilise innovative supervisory skills, such as participatory leadership, supportive feedback, collaborative problem-solving, and the integration of technology, to foster positive teaching behaviours and improved student outcomes (Eja et al., 2020; AmemtAnaan, 2021; Onuosa & Obuh, 2025). However, despite national reform efforts and increased awareness of the need for innovative supervisory practices, there remains persistent evidence of weak teacher performance, low student achievement, resistance to change, and stagnation in the adoption

of contemporary pedagogical strategies in many secondary schools across Nigeria, including Edo South senatorial district (Amadi & Akpo, 2022; Njanje et al., 2025).

Empirical studies have established that traditional, inspection-oriented supervision is inadequate for meeting the dynamic needs of today's schools (Eja et al., 2020; Onuosa & Obuh, 2025). Teachers benefit most when principals employ supervisory models that embrace coaching, mentoring, constructive feedback, and shared decision-making (Iroegbu & Etudor-Eyo, 2016; Njanje *et al.*, 2025). Yet, in many public secondary schools, especially those in Edo South senatorial district, there are persistent accounts of: poor teacher motivation, weak adherence to curriculum standards, lack of innovative instructional practices, and inadequate professional support from school leadership (Amadi & Akpo, 2022; Njanje *et al.*, 2025).

Specifically, the problem points to a potential lack of or inadequate application of innovative supervisory skills by principals in Edo South Senatorial District, the complaint about teachers' effectiveness by parents and students, especially, it has become a daily affair. Amongst the complaints against the teachers is poor lesson preparation and delivery, irregular attendance, poor conduct of assessment assignment. These teachers are under the supervision of principals and there is need to assess what methods principals are employing to supervise teachers.

Research Questions

The following research questions guided this study.

1. What innovative supervisory skills are employed by principals in public secondary schools in Edo south senatorial district of Edo state?
2. What is the level of teachers' effectiveness in public secondary schools in Edo south senatorial district of Edo state?

3. Is there any relationship between principals' innovative supervisory skills between male and female principals?
4. Is there any difference in the use of innovative supervisory skills between male and female principals?
5. Is there any difference in the relationship between principals' innovative supervisory skills and teachers' effectiveness in public secondary schools in Edo south senatorial district based on principals' educational qualifications?
6. Is there any difference in the relationship between principals' innovative supervisory skills and teachers' effectiveness in public secondary schools in Edo south senatorial district based on principals' years of experience?

Hypotheses

Research question 1 and 2 were answered while research question 3 to 6 were formulated into hypotheses and tested at 0.05 level of significance.

Ho₁: There is no relationship between innovative supervisory skills utilized by principals and teachers' effectiveness in public secondary schools in Edo south senatorial district of Edo state.

Ho₂: There is no significant difference in the relationship between principals' innovative supervisory skills and teachers' effectiveness in public secondary schools in Edo south senatorial district based on gender.

Ho₃: There is no significant difference in the relationship between principals' innovative supervisory skills and teachers' effectiveness in public secondary schools in Edo south senatorial district based on principals' educational qualifications.

Ho₄: There is no significant difference in the relationship between principals' innovative supervisory skills and teachers' effectiveness in public secondary schools in Edo South Senatorial District based on principals' years of experience.

Purpose of the Study

The purpose of this study is to investigate the influence of principals' innovative supervisory skills on teachers' effectiveness in public secondary schools in Edo south senatorial district of Edo state. Specifically, the study

1. assessed the innovative supervisory skills employed by principals.
2. determined the current level of teachers' effectiveness.
3. established the relationship between principals' supervisory skills and teachers' effectiveness.
4. examined whether there is a difference in the relationship between principals' innovative supervisory skills and teachers' effectiveness based on gender.
5. examined whether there is a difference in the relationship between principals' innovative supervisory skills and teachers' effectiveness based on principals' educational qualification.
6. analysed any difference in the relationship between principals' innovative supervisory skills and teachers' effectiveness based on the Principals' years of experience.

Significance of the Study

This study is significant as it addresses a critical gap in empirical literature on how principals' innovative supervisory skills impact teachers' effectiveness within the unique educational and socio-economic context of Edo South Senatorial District, Nigeria. While existing research has linked instructional supervision to teacher performance and overall school effectiveness, there is a dearth of localized studies examining the role of innovation in supervisory practices, particularly in Edo South, where contextual realities, resource allocation, and leadership dispositions may differ markedly from other regions (Chisa, 2021). Findings from this research will expand the scholarly discourse on leadership innovation as a

driver of teacher motivation, pedagogical effectiveness, and quality education outcomes in Nigerian secondary schools.

Insights from this study are expected to inform educational policy formulation at state and regional levels. By concretely identifying which innovative supervisory practices foster higher teacher effectiveness, education policymakers, including the State Ministry of Education and the Post Primary Education Board, can design targeted training and professional development interventions that are contextually relevant. The study supports the realization of Sustainable Development Goal 4, which advocates for inclusive and equitable quality education and the promotion of lifelong learning opportunities for all. Implementation of research-based supervisory innovation could contribute to improving students' academic performance, professional accountability among teachers, and realization of strategic educational objectives in the region (UNESCO, 2017).

Principals and aspiring school administrators stand to benefit directly from the study by gaining actionable knowledge of innovative supervisory skills, such as coaching, collaborative evaluation, use of ICT for supervision, and motivational strategies, that are empirically associated with teacher effectiveness. These evidence-based practices may empower principals to move beyond traditional, inspection-oriented supervision models towards more supportive, facilitative leadership approaches, thereby fostering a positive school climate, improving teacher morale, and encouraging instructional creativity (Villamar, 2024).

Teachers are the ultimate implementers of educational policy in the classroom. By elucidating how innovative supervisory practices (e.g., participatory observation, feedback mechanisms, reflective inquiry, and professional learning communities) enhance classroom effectiveness, this research will provide teachers with a voice in redefining the supervision

process to be more collaborative and growth-oriented. The study's outcomes are anticipated to lead to increased self-efficacy, job satisfaction, and continuous professional development among teachers, all of which are critical ingredients in delivering quality education (Chisa, 2021).

In the broader societal context, improving supervision and teacher effectiveness has multiplier effects that go beyond academic achievement. Effective teachers, nurtured through innovative supervision, are better positioned to stimulate critical thinking, moral development, and responsible citizenship among students. The study also addresses stakeholders' concerns about educational accountability, quality assurance, and the relevance of secondary education to local and national development, thus contributing to the public good and sustainable national progress (Onuosa & Obuh, 2025).

Finally, the findings provide a foundation for subsequent studies on educational leadership in diverse cultural and institutional settings. By employing robust methodological frameworks and generating empirical evidence on innovative supervisory practices, this thesis can be a springboard for comparative studies in other senatorial districts and Nigerian states, thereby aiding the quest for national and regional educational improvement (Adebawojo et al., 2025).

Scope and Delimitation of the Study

The focus of this study is on principals' innovative supervisory skills and teachers' effectiveness in public secondary schools in Edo south senatorial district of Edo state. The indices of innovatory skills investigated are: Instructional leadership skills, data-driven decision-making skills and technology integration skills, while the indicators of teachers' effectiveness studied are: students' achievement, classroom management, effective lesson planning and delivery, knowledge of subject matter. The study is delimited to principals and teachers of public senior secondary schools in Edo south senatorial district of Edo state.

Definition of Terms

The following terms are operationally defined in the study.

Educational qualifications: This refers to the academic degrees and professional certification attained by the principal. For example, Bachelor of Education (B.Ed.), Bachelor of Science in Education (B.Sc. (Ed.)), Master of Education (M.Ed.), Postgraduate Diploma in Education (PGDE), Doctor of Philosophy (Ph.D.), Teachers' Registration Council of Nigeria Certificate (TRCN).

Sex: It refers to male or female principals.

Leadership skills: It refers to the ability of the principal to inspire, influence and guide teachers and students to achieve goals.

Teachers' effectiveness: This is the ability of a teacher to use appropriate knowledge, skills, and teaching methods to achieve desired learning outcomes among students.

Years of experience: This is the number of years a principal has spent working in the educational field.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The focus of this chapter is on the review of literature related to this study under the following sub-headings:

- Theoretical framework
- Concept of Instructional Supervision
- Principal's Supervisory Roles and Innovative Supervisory Skills
- Concept of Teachers Effectiveness
- Principals' Supervisory Skills and Teachers' Effectiveness
- Principals' Innovative Supervisory Skills and Teachers' Effectiveness based on Principals' gender
- Principals' Innovative Supervisory Skills and Teachers' Effectiveness based on Principals' Educational Qualifications
- Principals' Innovative Supervisory Skills and Teachers' Effectiveness based on Principals' years of Experience
- Summary of Reviewed Literature.

Theoretical Framework

This study is anchored on the Instructional Leadership Theory which was first propounded by Edmonds (1979) in his classic work on effective schools. Edmonds identified five factors that characterized successful schools, and one of the most significant was the presence of strong instructional leadership by the school principal. Unlike the traditional notion of principals as administrative heads concerned mainly with discipline, timetables, and facilities, Edmonds emphasized that principals must become instructional leaders who directly influence teaching and learning.

Building on Edmonds' work, Hallinger and Murphy (1985) developed a widely accepted framework for understanding instructional leadership. Their model highlighted three major dimensions. This dimensions includes, defining the school's mission which involves setting clear goals for teaching and learning and ensuring that both teachers and students understand these expectations; managing the instructional program which involves supervising classroom instruction, coordinating curriculum, monitoring student progress, and supporting teachers in lesson delivery; Promoting a positive school climate ,creating a culture of high expectations, motivating teachers, providing professional development opportunities, and protecting instructional time from distractions.

These dimensions show that principals' roles extend beyond management to active involvement in shaping the quality of classroom instruction. Over the years, scholars such as Hallinger and Murphy (2011; 2021) have revisited this theory, emphasizing that while leadership styles have diversified, instructional leadership remains the most consistent framework linked to improved teacher effectiveness and student achievement. More recent studies reinforce this position. Shatzer, Caldarella, Hallam, and Brown (2016) compared instructional leadership with transformational leadership and found instructional leadership to be a stronger predictor of student outcomes. Similarly, Bendikson, Robinson, and Hattie (2019) noted that principals who supervise, observe, and provide feedback to teachers make a direct and measurable impact on the quality of instruction. Ogunyinka (2020) and Arop; Ekpang, and Iwundu (2021) have asserted that instructional leadership practices such as mentoring, professional development, and innovative supervision strategies contribute significantly to teacher effectiveness in secondary schools.

This theory provides the foundation for the present study. Its relevance is evident in several ways in that the theory recognizes supervision of instruction as a central duty of the principal. This aligns directly with the first variable of the study principals' supervisory skills and

justifies why principals' actions in classrooms, lesson monitoring, and feedback are critical to teachers. Another relevance of this theory to this study is that it supports innovation in supervision. Although Edmonds and Hallinger originally framed the theory in the 1970s and 1980s, recent scholars (Iwuoha & Osaat, 2023) emphasize the need for innovative supervision, such as using digital platforms, collaborative teaching methods, and evidence-based feedback. This innovation strengthens the traditional instructional leadership model and reflects the realities of 21st-century Nigerian classrooms. This theory is also relevant to this study in that it outlines teacher effectiveness as an outcome of principals' supervisory practices. Instructional leadership theory consistently links principals' supervisory practices with improved teaching quality and student achievement (Shatzer et al., 2016). In this study, teacher effectiveness is the dependent variable, making the theory directly applicable as a lens to examine how supervision translates into classroom performance.

The Nigerian school system faces challenges such as inadequate supervision, poor teacher motivation, and lack of instructional support. Instructional leadership theory offers a framework for addressing these issues by positioning principals as agents of change who can improve teachers' professional practice through purposeful and innovative supervision (Arop et al., 2021; Ogunyinka, 2020). In essence, the theory provides a cause-and-effect pathway for this study. Instructional Leadership Theory is therefore not only a relevant but also a highly suitable lens for this research. It situates the principal as the central driver of instructional quality and provides a structured explanation of how supervision, when carried out innovatively, enhances teacher effectiveness in public secondary schools. The theory thus underpins the study by linking the independent variable (principals' innovative supervisory skills) to the dependent variable (teachers' effectiveness).

The Concept of Instructional Supervision

Instructional supervision is a central aspect of educational leadership, aimed at improving teaching and enhancing student learning outcomes. It involves purposeful efforts by school administrators, especially principals, to observe, support, and guide teachers in their instructional practices. Over the years, the concept has evolved from traditional inspection methods to more supportive, developmental, and collaborative models of supervision.

Instructional supervision refers to the continuous process through which school heads or supervisors assist teachers in improving their classroom instruction. According to Glickman, Gordon, and Ross-Gordon (2021), it is a professional relationship that involves observing teaching, offering feedback, and promoting teacher growth. Akinwumi and Olaleye (2023) defined instructional supervision as the practical strategy used to assess and improve teaching in alignment with curriculum objectives. In today's schools, instructional supervision emphasizes improvement rather than fault-finding. It is seen as a tool for professional development and for ensuring effective teaching and learning (Ololube, 2022; Oyetunji & Iwuanyanwu, 2024).

The goals of instructional supervision are multifaceted and aim to: improve teacher performance and instructional methods, enhance student learning outcomes, ensure curriculum delivery is effective, identify professional development needs of teachers, and promote innovation in classroom teaching. Afolabi and Ajayi (2023) observed that when instructional supervision is properly implemented, it improves teacher morale, encourages innovation, and positively affects school performance.

Instructional supervision has shifted from a control-based model to a developmental one. Earlier models focused on compliance and discipline, while contemporary approaches focus on collaboration, coaching, and teacher empowerment (Zepeda, 2021). Ugwuanyi and

Chukwu (2023) argued that instructional supervision must evolve in line with 21st-century learning needs by embracing technology and teacher-centered support systems.

There are several models of instructional supervision recognized in research and practice, these includes:

Clinical supervision which is a structured approach involving pre-observation, observation, and post-observation conferences (Glickman et al., 2021) ;Peer supervision which involves teachers observing and supporting one another in a non-evaluative setting (Zepeda, 2019); developmental supervision which involves matching supervision techniques to a teacher's experience and professional needs; differentiated Supervision where teachers choose from multiple supervision models based on their readiness and goals (Okoro & Ezeani, 2024); and instructional rounds which is a collaborative approach where teams of educators observe and analyze teaching patterns to improve practices (City et al., 2020).Studies by Adegbesan and Alade (2024) support the adoption of differentiated supervision to promote teacher autonomy and growth.

Instructional supervision is critical and important because it encourages the use of modern teaching strategies, promotes continuous teacher improvement, enhances classroom management and planning, ensures curriculum objectives are achieved, and builds a professional school culture.

Obinna and Adeyemi (2022) found that regular and supportive supervision significantly improved teachers' instructional delivery in Lagos public schools. Internationally, Bush (2022) affirms that effective supervision directly influences student achievement, teacher retention, and school climate.

Despite its importance, instructional supervision faces several challenges in the Nigerian education system; these challenges include: inadequate training for supervisors (Oghuvbu, 2022), overloaded supervisors with too many schools to visit (Adetula & Okon, 2023), lack

of teaching and supervisory resources (Okorie & Chikwendu, 2021), resistance from teachers who view supervision as fault-finding (Nwankwo & Olanrewaju, 2024), poor policy implementation and funding (Ukaegbu & Adebayo, 2024).

To overcome these challenges, school leaders and education authorities must invest in training, digital tools, and a shift in mindset from inspection to developmental support.

New trends in instructional supervision emphasize collaboration, coaching, and technology. In Nigeria, programs like Edo BEST use real-time classroom data and mobile devices to support teachers (Obaseki & Salami, 2024). Globally, the use of video-based feedback, virtual peer supervision, and learning analytics is on the rise (Graham & Chang, 2023; Knight & van Newburgh, 2022). Recent research also highlights instructional coaching and distributed leadership as effective tools for supervision (Agbo, 2024; Harris & Jones, 2021).

Empirical studies across different contexts have highlighted the nature, practices, and effects of instructional supervision on teacher performance and student achievement. Several Nigerian scholars have examined instructional supervision as a strategic tool for enhancing educational quality and teacher effectiveness. For instance, Ezeugbor, Ezeugbor, and Okoye (2018) conducted a study on the impact of instructional supervision on secondary school teachers' job performance in Anambra State. Their findings revealed that effective supervision significantly influenced lesson preparation, classroom management, and assessment techniques. The study recommended more frequent and constructive supervisory practices. Similarly, Abdu-Raheem (2017) investigated the role of school principals in instructional supervision in public secondary schools in Ekiti State. The study employed a descriptive survey design and found that instructional supervision positively affected teachers' punctuality, lesson delivery, and professional growth. The researcher advocated for regular training of principals on supervisory strategies. In a related study, Ogunu and Adesina (2020) explored instructional supervision practices in Edo and Delta States. Their study

found that most principals lacked the requisite training and time to conduct meaningful classroom visits, leading to a superficial supervisory culture. However, when instructional supervision was done effectively, there was a notable improvement in teacher competence and learner outcomes. Odeh, Oguche, and Ivagher (2022) examined the influence of instructional supervision on teachers' effectiveness in Benue State. Using a correlational design, the results showed a strong positive relationship between the frequency of supervision and teacher performance indicators such as lesson planning, classroom discipline, and evaluation practices.

Internationally, empirical research underscores the significance of instructional supervision in enhancing educational quality. Aziz, Shabnam, and Farooq (2018), in their study conducted in Pakistan, found that instructional supervision significantly improved teacher motivation and instructional planning. Teachers who received consistent feedback from supervisors demonstrated higher instructional competence and commitment.

In the United States, Range, Duncan, and Hvidston (2016) carried out a mixed-methods study on teachers' perceptions of instructional supervision in public schools. The findings indicated that collaborative and non-judgmental supervisory approaches led to more meaningful professional development and instructional improvement. The researchers emphasized the need for trust and respect in the supervisory process.

Tirfe and Worku (2020), in an Ethiopian study, investigated how school principals' instructional leadership behaviors influenced classroom instruction. The results indicated that regular classroom observations, provision of timely feedback, and instructional modeling were key supervisory practices that improved teaching outcomes. A study by Mwangi and Simiyu (2023) in Kenya revealed that instructional supervision had a statistically significant impact on teacher performance and student academic achievement. The study found that schools where supervision was regularly carried out recorded better performance in national

examinations. In South Africa, Naidoo and Mthiyane (2021) examined instructional supervision in rural schools and found that while principals were aware of their supervisory roles, challenges such as workload, lack of resources, and insufficient training hampered effective practice. The study advocated for policy interventions to enhance supervision quality.

These empirical studies consistently affirm the importance of instructional supervision as a driver of quality education. They also underscore the need for systemic support and reform in supervision practices to realize its full potential.

Principals' Supervisory Roles and Innovative Supervisory Skills

The principal's supervisory role is a central pillar in ensuring instructional effectiveness, school improvement, and learner achievement. In contemporary educational discourse, supervision has evolved from traditional inspection to a more collaborative and developmental process. The 21st-century principal is no longer merely an administrative head but a transformational leader tasked with nurturing teachers' professional growth, maintaining instructional quality, and aligning school activities with policy and curriculum expectations (Akomolafe & Adesua, 2020; Bush & Glover, 2022).

Akinyi and Orodho (2015) and Imariagbontua (2016) found supervisory and administrative competence in principals to be positively correlated with student achievement and teacher effectiveness. The methodology varied but included teacher and principal surveys and academic result analysis. Recommendations are for frequent workshops and principal involvement in curriculum decisions.

Iroegbu and Etudor-Eyo (2016) investigated differences in teachers' effectiveness based on principals' instructional supervision in Akwa Ibom State, Nigeria, using an ex-post facto design (201 teachers, 14 principals). Data collected via interviews and questionnaires showed teachers where supervision was adequate were more effective. Recommendations included

regular and comprehensive instructional supervision by principals to boost teacher effectiveness.

Supervision in education encompasses a systematic effort to improve instruction through planning, observing, coaching, mentoring, and evaluating teaching practices (Glickman, Gordon, & Ross-Gordon, 2018). Principals engage in both formative supervision, which emphasizes improvement through support and feedback, and summative supervision, which involves performance appraisals and accountability mechanisms (Omar, Abdul Ghani, & Othman, 2021). In Nigeria, where schools are faced with systemic challenges like underfunding, poor teacher quality, and administrative inefficiencies, effective supervision by principals plays a critical role in promoting teaching effectiveness and learner performance (Ibrahim & Bello, 2022).

Alumode (2020) investigated classroom visitation, observation, and evaluation techniques in internal supervision practices. Using surveys and classroom performance reviews, the results showed that effective internal supervision increased teacher productivity. Regular performance review and documentation were recommended for continuous improvement in educational output.

Alumode and Awulor-Hephzibah (2020) investigated the effect of internal supervision on teacher performance in Edo State. Through surveyed classroom observations and evaluations, they found internal supervision, especially classroom visitation and record-keeping, to be strongly linked to improved teacher effectiveness. The recommendation is for principals to utilize regular internal supervision to promote school effectiveness.

Eja, Ele, Egbonyi and Ido (2020) examined the relationship between principals' innovative leadership practices and effective school supervision in secondary schools in Cross River State, Nigeria. In a correlational design with census sampling (94 principals, 282 teachers), the study revealed that innovative leadership (authentic, cultural, balanced) is positively and

significantly related to effective school supervision. Recommendations included fostering authentic, culturally responsive, and balanced leadership among principals.

Amemtenaan (2021) examined the relationship between principals' managerial skills and effective instructional supervision in Rivers State, using a correlational survey with a sample size of 348 (stratified proportionate sampling). Results revealed significant positive relationships between technical, human, conceptual, decision-making, and team management skills and effective instructional supervision. The study calls for enhanced training and development in these managerial skills for principals.

Odufala (2021) investigated the impact of principals' supervision and teachers' classroom management on students' academic performance in Sagamu, Ogun State. Using a descriptive survey design with a sample of 150 teachers, data were collected with a Likert-based questionnaire and analyzed with descriptive statistics and chi-square tests. Findings indicated that lack of cooperation, inadequate resources, and insufficient training negatively affected student outcomes. Recommendations included encouraging and motivating principals via stakeholder support, and providing more training to supervisors.

Amadi and Akpo (2022) investigated the relationship between administrators' supervisory skills and teachers' job performance in public senior secondary schools in Rivers State, Nigeria. Using a correlational survey design and a sample of 180 principals, the study showed strong positive relationships between pedagogical, communication, and problem-solving supervisory skills and teacher job performance. The study recommends that principals consistently apply these skills to ensure teaching quality.

Imakpokpomwan (2022) investigated the relationship between principal leadership styles and teachers' job performance in Edo South Senatorial Zone. The study used a cross-sectional survey and sampled 175 teachers from three local government areas. Analysis with descriptive statistics and Pearson correlation revealed that principals predominantly

use democratic supervisory styles, which foster teacher collaboration, resulting in improved job performance. The study recommends sustaining democratic leadership and ongoing team-building exercises in schools. Similarly, Obionu, Ike, and Ekwe (2022) conducted a study to investigate principals' utilization of supervisory skills for quality assurance in public secondary schools in South East Nigeria. Employing a descriptive survey design, the study sampled 1,980 respondents (565 principals and 1,415 teachers) using multistage sampling. Data was collected using a structured questionnaire and analyzed with means, standard deviations, and paired t-tests. Results showed that principals applied communication and leadership skills to a high extent, but problem-solving skills to a low extent. Recommendations included organizing annual seminars to enhance communication skills and setting up problem-solving committees in schools.

Akporehe (2023) assessed the impact of principals' managerial and communication skills on teachers' job performance in Edo public secondary schools. A correlational design involved surveys of teachers' perceptions. Findings indicated communication skills were essential for effectiveness, although no significant relationship was found in some managerial domains. The study suggests principals should focus on transparent communication and professional development for optimal teacher performance.

Elizabeth (2023) explored the influence of administrative and supervisory skills of principals on teacher productivity in Edo State. Using survey research and mean comparisons, it was found that most principals rely on supervisory skills for enhancing teacher output. The research urges regular professional training for principals and better delegation practices in decision-making.

Onuosa and Obuh (2023) investigated how instructional supervisory skills affect the quality of education in Nigerian secondary schools. Their survey approach included teacher self-reports and principal evaluations. The result was a clear connection between these skills and

teacher effectiveness, with recommendations to intensify instructional supervision in resource allocation and quality assurance.

Njoku and Nworgu (2024) studied the perceived influence of principals' leadership style on teacher job performance in public secondary schools. The methodology used semi-structured interviews and questionnaires in Awka South, comparable in context to Edo. Democratic leadership was found to positively affect teacher motivation, with the suggestion for ongoing leadership capacity-building.

Villamar (2024) studied the effects of principals' supervisory techniques on the work performance of newly hired teachers in Bulacan, Philippines, using a mixed-methods approach with a sample of 117 teachers and 9 principals through surveys and focus groups. Descriptive correlation and regression analyses showed "very high" supervisory technique use and "high" teacher performance, but no significant effect between the two. The author recommends continuous supervision and the development of supervisory enhancement plans.

Adebawojo, Ayodele, Akinbode, Obianenue, and Ossai-Opute (2025) assessed the influence of principals' supervisory, communication, and motivational skills on teachers' productivity in Ogun State. The survey utilized 303 teachers as respondents and multiple regression analyses. Findings revealed that while supervisory and communication skills insignificantly affected teachers' productivity, principals' motivational skills had a significant positive effect. Recommendations were made for enhancing administrators' skills through professional development programs and prioritizing motivational strategies.

Difoni, Imeh, Osha, and Obona (2025) explored the relationship between principals' instructional supervisory strategies and teachers' job performance in Cross River State, using a census of 146 teachers and Pearson's correlation. The study found significant positive relationships between classroom visitation/demonstration strategies and teachers' job

performance, advocating for regular classroom observations and demonstration teaching by principals to enhance teacher performance.

Imasuen (2025) assessed administrative effectiveness among principals using a quantitative approach with self-developed questionnaires across multiple Edo secondary schools. The results confirmed that innovative supervisory approaches, classroom observation and feedback, correlated with higher teacher quality. It recommends institutionalizing periodic leadership workshops and promoting innovative practices.

Onuosa and Obuh (2025) researched principals' utilization of instructional supervisory skills for quality education in Rivers State, Nigeria. Using a descriptive survey with 70 principals and 500 teachers, findings indicated high utilization of pedagogical, evaluation, and interactive supervisory skills for quality education. The authors recommended regular training of principals in supervisory skills and continuous instructional supervision. There are several dimensions of Principals' supervisory roles. The major dimensions are: Instructional leadership and classroom supervision, which involves modern instructional supervision techniques such as classroom observations, lesson evaluations, and pedagogical support. According to Hallinger and Wang (2021), principals who are visibly engaged in instructional activities directly influence teacher commitment and student outcomes. In the Nigerian context, Nwogu and Alagbu (2022) found that teachers whose principals conducted regular instructional visits reported higher confidence in lesson delivery and more effective classroom control; teacher mentoring and coaching, which entails principals providing guidance through coaching and mentoring, especially for new or underperforming teachers. Edeh and Ogbu (2021) observed in Enugu State that schools where principals implemented structured mentorship programs saw a measurable improvement in teachers' professional practices and lesson planning; monitoring and evaluation. Effective supervision involves systematic monitoring of teachers' classroom performance, attendance, and lesson delivery.

Aghenta and Ikoya (2023) concluded that principals who used structured performance monitoring tools in Edo and Delta States significantly boosted teacher punctuality, preparedness, and content mastery; staff motivation and conflict resolution. Principals are also responsible for creating enabling environments for teaching and learning. Okon and Essien (2023) found that supportive supervisory behaviors such as praise, conflict mediation, and reward systems enhanced teachers' job satisfaction in Akwa Ibom State; resource mobilization and utilization which also includes ensuring availability and use of teaching aids, textbooks, and ICT tools. In a study by Oladele and Aina (2021), principals who coordinated resource allocation improved classroom engagement and promoted learner-centered pedagogy.

Akomolafe and Adesua (2020) conducted a rigorous empirical study of principals' supervisory practices in public secondary schools in Ekiti State, Nigeria, focusing on how collaborative supervision impacts teacher productivity. The research aimed to determine which supervisory methods most effectively boost teaching performance and facilitate professional growth among staff. The primary goal was to examine whether collaborative approaches, specifically peer observations and systematic feedback loops, could significantly improve teachers' output and job satisfaction within the school environment. The researchers used a descriptive survey design, sampling both teachers and principals from a representative selection of public schools in Ekiti State. Data were gathered using validated questionnaires measuring frequency and quality of supervisory practices, teacher perceptions, and productivity indicators. Teachers participated in structured peer observation sessions, where they observed colleagues' teaching, provided constructive feedback, and received reciprocal input. Principals facilitated these sessions and helped establish feedback protocols. Findings revealed that collaborative supervision, defined as joint engagement in lesson observation and open feedback exchanges, led to measurable improvements in teacher productivity. Peer

observation gave teachers opportunities to learn effective teaching strategies, self-reflect, and address instructional challenges in real-time. Feedback loops fostered a supportive culture, and regular dialogue reduced professional isolation, increased motivation, and improved classroom management. Teachers reported higher levels of job satisfaction and felt more empowered to innovate and adapt their instructional methods. They recommend that secondary school principals prioritize collaborative supervision over traditional, evaluative models. They urge education authorities to train principals in peer observation facilitation and feedback techniques, integrate these practices into formal professional development programs, and allocate time in the school calendar for such activities. Regular peer mentoring and feedback sessions should be institutionalized as standard supervisory practice across schools to drive sustainable improvements in teacher effectiveness and student learning outcomes.

Nwogu and Alagbu (2022) sought to understand the effects of participatory supervision, particularly teacher involvement in school management decisions, on instructional planning and classroom dynamics in Anambra State public secondary schools. They employed a mixed-methods approach: quantitative data were gathered with structured questionnaires from principals and teachers across multiple schools, while qualitative insights were collected through interviews and focus groups with teaching staff. This allowed the researchers to triangulate findings and validate statistical patterns with detailed perspectives. The study revealed that when principals adopted participatory supervision, inviting teachers into curriculum planning, scheduling, and policy decisions, lesson planning improved substantially. Teachers felt respected and invested in the school's direction, resulting in more engaging lesson delivery and higher student participation. Classroom observations indicated richer student engagement and improved learning outcomes in schools practicing participatory decision-making. They recommended that principals should implement shared decision-making structures, such as committees that include teachers, to enhance professional

involvement and instructional quality. Routine collaborative meetings and open feedback environments were advised. Similarly, Edeh and Ogbu (2021) examined how mentorship and developmental feedback, as components of supervision, influenced instructional effectiveness among teachers in Enugu urban secondary schools. A survey of teachers combined with interviews from school leaders measured the frequency and depth of mentorship practices, pairing novice teachers with experienced mentors, regular observation, and feedback workshops. Their analysis found a robust positive correlation between mentorship-inclusive supervision and effective instruction. Teachers who received sustained developmental feedback and mentoring showed significant gains in lesson clarity, curriculum delivery, and student assessment techniques. Classroom assessments reflected improved teaching practices and more consistent student achievement. They recommended that school leaders should institutionalize mentorship programs and establish feedback cycles for continuous teacher growth. Integrating mentorship into teacher induction and ongoing professional development is strongly encouraged.

Ibrahim and Bello (2022) analyzed how regular teacher evaluation and systematic lesson reviews influenced student achievement in public secondary schools across North-Central Nigeria. Data were drawn from a large sample of teachers and school administrators using structured surveys and focus group discussions. The study also included the analysis of school academic performance records before and after the implementation of updated supervisory practices. They found that when principals and instructional supervisors conducted routine lesson reviews and teacher evaluations, teachers improved on curriculum alignment, clarity of instruction, and classroom management skills. Enhanced supervision led to more targeted remediation for struggling students, and academic records indicated a marked improvement in student test scores and graduation rates. They recommended regular teacher appraisals, structured lesson reviews, and the use of formative evaluation tools by

principals and supervisors, as well as more resources for supervisory staff to ensure effective oversight.

Hallinger and Wang (2021) conducted a meta-analysis of 50 studies across Asia and found that principals' instructional supervision has a statistically significant effect on teacher performance and student learning gains. Kutsyuruba, Godden, and Bosica (2021) reported that in Canada, schools with strong supervision and teacher support frameworks had higher teacher retention and better student performance in literacy and STEM subjects. Omar, Abdul Ghani, and Othman (2021) in Malaysia identified that supervision practices anchored on coaching, collaboration, and data use contributed to a culture of continuous instructional improvement.

Bush and Glover (2022) emphasized the growing global trend towards instructional leadership as a dominant supervisory model, noting that successful principals balance administrative duties with classroom-level interventions. Adams and Salazar (2024) in Chile concluded that distributed supervision where principals delegate supervisory responsibilities to heads of departments increases both supervision frequency and instructional consistency. Chin and Ho (2025), in Singapore, found that digital tools such as supervision apps and e-portfolios have modernized supervision, making feedback more timely, specific, and actionable.

Aghenta and Ikoya (2023) set out to quantify the impact of structured supervisory interventions, developed formal strategies for observation, feedback, and instructional review, on teachers' pedagogical performance in 45 secondary schools across Edo and Delta States. Their research was comprehensive, including a comparative analysis of school performance metrics before and after the introduction of supervisory programs. Observational protocols and teacher self-assessment surveys were employed. The authors documented a 30% improvement in teachers' pedagogical performance within schools that implemented

structured interventions. These improvements presented as more effective lesson pacing, diversified instructional methods, and greater student-centered activities. The interventions supported teachers in reflective practice and peer collaboration, leading to sustained gains in instructional effectiveness. They recommended that policy-makers and school leaders should design and maintain structured intervention frameworks, with clear standards for supervision, regular feedback loops, and collaborative training sessions for staff.

Principals' innovative supervisory skills

Innovative supervisory skills refer to a set of creative, adaptive, and technologically integrated strategies employed by school leaders, especially principals to improve instructional delivery, teacher development, and student performance. Unlike traditional supervision, which often focuses on inspection and control, innovative supervision emphasizes collaboration, empowerment, and continuous improvement. These supervisory skills involve:-

Instructional Leadership: This involves guiding and supporting teachers in curriculum implementation, classroom instruction, and assessment; technology Integration which involves using tools such as virtual classroom walkthroughs, Google Forms, learning analytics, and digital feedback platforms to observe and improve instruction; peer coaching, and team-based goal-setting; reflective practice which promotes self-assessment, teacher portfolios, lesson study, and feedback loops to improve teaching practices; data-informed decision making which involves using data on student achievement, classroom performance, and teacher assessments to tailor support and interventions; capacity building which involves organizing workshops, webinars, in-house training, and mentoring programs to build professional competence.

Innovative supervisory skills align with 21st-century educational leadership expectations, where the principal is not only a manager but a transformational leader fostering instructional growth and change.

Akpan and Udo (2019) assessed the impact of principal-led innovative supervision, especially teacher participation in decision-making on teacher motivation and instructional quality in Akwa Ibom. This cross-sectional study involved surveys administered to both principals and teachers, along with focus group discussions in randomly selected secondary schools. Schools with principal-led participatory supervision experienced higher teacher motivation, greater lesson delivery accuracy, and more dynamic classroom management. Teachers involved in curricular and policy decisions felt empowered and invested, resulting in better instructional planning and execution. They recommended that school administrations should formalize teacher involvement in key decision-making processes to maximize motivation and lesson effectiveness.

Ogbona and Ijeoma (2020) also assessed how principal-facilitated teacher mentorship, collaborative lesson planning, and reflective supervision improved staff professional growth and student achievement in Enugu State secondary schools. Researchers collected teacher self-reports, student performance data, and principal interviews to measure outcomes before and after mentorship and reflective supervision initiatives. Principals fostered collaborative planning, peer mentorship, and reflective review sessions saw tangible improvement in teacher confidence, pedagogical skills, and student learning outcomes. Feedback was constructive and tailored to individual teacher needs, promoting a culture of lifelong learning. They opined that it is essential to institutionalize teacher mentorship, maintain regular collaborative planning sessions, and provide resources for reflective supervisory practices.

Oluwadare and Bello (2021) explored how innovative supervisory strategies, particularly ICT-based feedback and participatory supervision, affected teacher engagement and student

performance in Lagos State. quasi-experimental study design tracked teacher commitment and student results over two academic terms in schools adopting these innovations versus control schools. Regular digital feedback sessions (emails, SMS, and online platforms) ensured teachers were held accountable in real time, driving up commitment and lesson delivery quality. Students in schools with ICT-based feedback and participatory supervision scored higher and reported greater engagement in classroom activities. They recommended that policy-makers should make ICT-based supervisory practices and participatory feedback mandatory components of school quality assurance programs. Continued training and hardware provisions are also recommended.

Ibrahim and Nwosu (2022) assessed the effectiveness of online supervision tools, including virtual classroom observation and digital feedback forms, used by principals during and after the COVID-19 lockdown. Surveys and focus group discussions targeted principals and teachers in 22 public secondary schools in Abuja. The study compared supervision outcomes during remote learning phases versus traditional methods. The use of virtual tools (Zoom, Google Meet, and online feedback documents) allowed principals to observe lessons and offer immediate feedback, even from a distance. Teachers reported increased innovation in instructional delivery (such as multimedia lessons and interactive platforms) and improved classroom interaction through digital engagement tools. They recommended that principals should continue using online supervision and feedback methods post-pandemic. Regular digital professional development for staff and investment in resilient ICT infrastructure for schools was advised.

Enaigbe and Agbaje (2023) analyzed the integration of digital platforms, specifically Google Classroom and WhatsApp, for lesson monitoring and supervisory feedback by principals in Delta State secondary schools. A combination of surveys and interviews was used to gather data from principals and teachers. Analysis focused on the frequency and depth of digital tool

usage for lesson oversight, as well as its impact on teacher responsiveness and lesson preparation. The introduction of Google Classroom and WhatsApp facilitated real-time lesson updates, assignment tracking, and rapid communication between principals and teachers. Teachers became more prompt in submitting lesson plans and materials; there was a documented improvement in lesson preparedness and adaptability. WhatsApp was especially effective for timely feedback and collaborative troubleshooting of instructional problems. The study recommends scaling digital monitoring to all public schools, providing further training for both principals and teachers, and supporting the adoption of integrated feedback protocols on digital platforms to boost responsiveness and preparedness.

Mensah and Boateng (2023) in Ghana explored principals' use of mobile-based supervision tools. The findings showed a strong link between technology integration in supervision and improvements in teacher creativity and student-centered learning. Al-Zaabi and Mohammed (2022) in the United Arab Emirates assessed principals' use of data dashboards and e-observation logs. Results showed significant improvement in instructional leadership practices and teacher feedback systems. Sithole and Tshuma (2021) in Zimbabwe studied the use of blended supervision approaches, face-to-face and virtual, and found enhanced flexibility, teacher autonomy, and innovation in curriculum delivery. Bush and Glover (2019) reiterated the importance of transformational supervision, advocating for school leaders to shift from directive approaches to empowering and developmental models using innovative tools and team-based structures.

Nguyen and Bui (2025) explored how AI-driven supervision platforms, video analytics, automated feedback, and digital assessment tools, impacted instructional quality and personalized teacher development in Vietnamese secondary schools. Through a series of field experiments in 12 schools, the researchers measured instructional changes and teacher improvement following the adoption of AI supervision technologies. AI-generated feedback

shortened cycles between classroom observation and developmental advice. Video analytics identified professional development needs, while digital assessment tools allowed principals to tailor supervisory support. Teachers improved in both individualized lesson delivery and overall instructional quality. They opined that investment in AI-assisted supervision should be a national priority; principals and teachers require targeted training to harness these technologies for classroom innovation and personalized development.

Technology use in supervision is now a dominant trend, both in Nigeria and globally. Post-COVID innovations such as remote supervision, digital portfolios, and hybrid training have become critical in sustaining teacher effectiveness.

Collaborative models, including mentorship, teacher-led learning communities, and feedback dialogue, are more effective than top-down, traditional methods. Leadership training for principals on innovative practices remains a gap in many public schools' systems, particularly in Nigeria (Enaigbe & Agbaje, 2023) **Data-driven decision-making skills:** The core argument is that innovative principals do not rely on intuition or traditional methods alone. Instead, they use data, such as student achievement scores, teacher evaluation reports, continuous assessment data, and school performance metrics, as a modern, objective tool to inform their supervision. This moves supervision from a reactive, subjective process to a proactive, evidence-based one.

Ajayi and Afolabi (2021) investigated how principals in Nigerian secondary schools use academic, attendance, and behavior data to inform their supervisory decisions. Through structured surveys and school record analysis, the study examined the frequency and effectiveness of data usage among principals. External achievement tests, lesson observation forms, and student tracking systems were among the key data sources. Results showed that principals who consistently used real classroom and student performance data made more strategic and targeted supervision decisions, as opposed to employing generic or anecdotal

approaches. Data analysis allowed them to accurately identify underperforming teachers, pinpoint instructional gaps, and recommend focused interventions. Teachers reported feeling more accountable for instructional outcomes due to regular, transparent reporting and review processes. This strengthened the link between supervision and classroom improvement. They recommended investing in digital data management systems, staff training on data literacy, and instituting routine performance analytics reviews to foster strategic supervision and increased teacher accountability.

Adekunle (2020) focused on how principals' use of school-level and individual data boosts teacher accountability and supports instructional improvement. A mixed-methods approach combined interviews with principals and teachers, surveys on perception and frequency of data use, and document analysis from school data archives. Results showed that principals who adopted a data-driven approach observed improved punctuality, lesson preparedness, and self-reflection among teachers. Teachers reported higher motivation to meet clear performance benchmarks, knowing their work would be evaluated using objective evidence. School-wide accountability increased, as supervisors could show measurable growth and areas needing urgent attention. Principals should be encouraged to use student progress reports, classroom observation data, and formative assessment analytics in all aspects of supervisory work. Regular professional development should target data skills, and school policies should mandate data-informed practices in supervision.

Findings by Omoregie and Igbinedion (2024) in Edo and Delta states, demonstrated that data use directly improves instructional quality. Innovative principals utilize data to identify areas of concern, help teachers adjust their techniques, and provide targeted feedback on specific issues like lesson delivery or time management.

The Watson and Park (2022) study highlights another innovative aspect: using data collaboratively with staff. This collaborative approach moves supervision away from a top-

down model and into a partnership where principals and teachers work together to analyze data, differentiate instruction, and design more focused professional development sessions.

In essence, the research presented shows that data-driven decision-making is not just a general leadership skill, it is a fundamental element of innovative supervisory skills. It enables principals to be more effective, strategic, and collaborative in their supervisory role, leading to better teaching practices and, ultimately, improved student outcomes.

Technology-Integration Skill: This refers to the ability to incorporate technology effectively into the teaching and learning process. This includes the use of Learning Management Systems (LMS), Virtual observation tools and digital feedback mechanisms. Olatunji and Adegbesan (2023) in their studies across secondary schools in Lagos and Ondo States reported that Principals who effectively integrated technology into supervision e.g. using digital lesson observation templates or Google forms for feedback were more efficient and transparent in monitoring teaching practices. A study by Duru and Eze (2020) illustrates that principals who effectively integrated technology can facilitate innovative instructional methods and improve students' engagement. In a study by Nwaokoro and Igwe (2021), Principals in Anambra State who demonstrated digital literacy were better able to support teachers during the Covid-19 Pandemic, using tools like Zoom, WhatsApp and Google Classroom for remote supervision and collaboration. Anderson and Dexter (2020) in their longitudinal study in U.S. Schools, found that technology leadership significantly predicted the level of technology use by teachers in the classroom.

Petko et al. (2018), in a European study, confirmed that principals who encouraged effective tech use and also encouraged professional development in ICT Led Schools had higher tech integration level. Petko et al. (2018) in a European study also confirmed that Principals' digital competence and support for ICT use were strong predictors of teacher adoption of technology and student digital engagement. Adebayo and Ezeani (2019) investigated how

principals in Urban Secondary Schools across Lagos, Abuja and Port Harcourt incorporated technology into instructional supervision. They found that principals who used digital classroom observation forms. Google Classroom and Edmodo were more efficient in giving feedback and increased teachers' receptiveness to supervision.

Umeogu and Nwachukwu (2023) reported that principals who encouraged the use of ICT tools improved instructional delivery and teacher-student interaction in hybrid classrooms, particularly in the post-pandemic era.

Concept of Teacher Effectiveness

Teacher effectiveness refers to how well a teacher is able to help students learn and succeed academically. An effective teacher plans lessons well, manages the classroom properly, communicates clearly, uses appropriate teaching methods, and evaluates students fairly. According to Darling-Hammond et al. (2017), an effective teacher inspires students, creates a supportive learning environment, and adapts instruction to meet diverse learner needs. In Nigeria, Obasi and Dike (2022) explained that teacher effectiveness is a major factor in improving the quality of education. Effective teachers are not just good at delivering lessons, they are also role models, counselors, and motivators who help shape students' behavior and academic progress. The Teachers Registration Council of Nigeria (TRCN, 2021) emphasizes that effective teachers demonstrate professional knowledge, follow ethical standards, and improve student outcomes. This means that effectiveness includes both what the teacher knows and how they apply that knowledge in real classroom settings.

There are several key factors that influence how effective a teacher can be. These factors include: professional qualification, teaching experience, motivation, continuous professional

development. Teachers with formal education and certification tend to teach better. Ibrahim and Olatunde (2021) found that qualified teachers in Kaduna State had better classroom performance than unqualified ones. More experienced teachers often manage the classroom better and understand how to engage students. Mensah and Boateng (2023) showed that teachers with over 10 years of experience in Ghana had stronger teaching abilities. Teachers who are well paid, respected, and recognized for their work are more likely to be effective. In Rivers State, Obasi and Dike (2022) found that motivated teachers showed better teaching commitment and performance. Training and workshops help teachers stay updated with new teaching techniques. Adebayo and Akinyele (2020) discovered that teachers who attended workshops in Lagos State were more confident and effective in their classrooms.

There are several ways to measure whether a teacher is effective these measures include: Student academic achievement; The performance of students in tests and exams reflects the teacher's effectiveness (Nguyen & Bui, 2025). Another way to measure teachers' effectiveness is by classroom observations. Supervisors observe how well teachers deliver lessons, manage classrooms, and interact with students (Eze & Okafor, 2021). Lesson planning is another way to measure teachers' effectiveness. A good lesson plan that is aligned with the curriculum shows the teacher's readiness and professionalism (Sithole & Dube, 2022). Student Feedback is another measure of teacher's effectiveness. Students can provide useful feedback on whether they understand lessons and feel engaged (Ugboko & Nwachukwu, 2021). Assessment Techniques is another metric for measuring teachers' effectiveness. Here, effective teachers use various methods to check student understanding, such as quizzes, assignments, and group work (TRCN, 2021).

Despite its importance, many teachers face obstacles that reduce their effectiveness. These obstacles are poor facilities such as lack of classrooms, desks, and teaching materials, which makes it hard for teachers to deliver lessons properly (Adebayo & Akinyele, 2020);

overcrowded classrooms, which reduces the teacher's ability to give students individual attention. Obanya (2019) noted that large class sizes lower the quality of instruction; low salaries and poor pay which demotivates teachers. Ibrahim and Olatunde (2021) found that many teachers in Northern Nigeria were less committed due to financial stress; limited ICT Knowledge, without digital skills, teachers cannot use modern tools like smart boards, online learning platforms, or e-resources effectively (Nguyen & Bui, 2025); lack of regular supervision, without regular checks and feedback from supervisors, teachers may continue ineffective practices (Ene & Igbokwe, 2023).

Ene and Igbokwe (2023) studied 200 teachers in Enugu State and found that those who were supervised regularly performed better in lesson delivery and student control. Obasi and Dike (2022) also surveyed 180 teachers in Rivers State and showed a strong link between motivation and effectiveness (correlation $r = 0.67$). Adebayo and Akinyele (2020) assessed 150 teachers in Lagos and found that professional development improved their classroom skills and confidence. Ibrahim and Olatunde (2021) compared qualified and unqualified teachers in Kaduna and found that qualified teachers produced higher student success rates. Similarly, Eze and Okafor (2021) observed teachers in Anambra and found that those given regular feedback improved their classroom performance.

Nguyen and Bui (2025) analyzed 60 schools in Vietnam and found that teachers who used digital tools and group work improved student results by 25%.

Mensah and Boateng (2023) studied 300 teachers in Ghana and found that those with more experience were better at engaging students. Sithole and Dube (2022) found in Zimbabwe that teachers who planned personalized lessons helped students learn more effectively.

Adebayo and Ojetunde (2019) describes teacher effectiveness as the extent to which a teacher is capable of using pedagogical, managerial and evaluative skills to enhance student performance in a resource-limited environment. Adelabu and Alade (2020) also defined

teacher effectiveness as the ability of a teacher to translate Curriculum objectives into meaningful learning experience despite resource constraint.

Adelabu and Alade (2020) emphasized that in Nigeria, teacher effectiveness must be understood within the socio-economic and policy contexts of the nation. These include large class sizes, inadequate instructional materials, inadequate training and poor remunerations all of which affect how teachers perform in classroom. Ogunwuyi and Olaleye (2021) linked strong classroom control with improved learning outcomes in public schools in Osun and Oyo states.

Marzano (2017) also stated that routines and consistent discipline, and emotional support are hallmarks of effective Classroom Managers. Effective teachers manage their classrooms to maintain order and promote learning. This includes setting rules, organizing space, managing behaviour and responding to students' emotional needs. Jones et al. (2021) stated that emotionally intelligent teachers are better at resolving Conflicts, managing stress and creating a safe learning environment.

Adegbite and Ogunlade (2022) revealed that teachers with Pedagogical Content Knowledge (PCK) improve significantly improve student performance in Science and Mathematics in Benue Lagos and Ogun States.

The use of assessment and regular feedback supports learning. Obasi and Ogbuehi (2022) highlights that teachers in Nigerian Schools who utilize continuous assessment and formative assessment methods tends to improve student outcomes more effectively than those who rely on summative assessments alone. Eze, Ezeagbor, and Ezegbo (2019) conducted a comprehensive study in Enugu State focusing on the relationship between teachers' job satisfaction and their instructional effectiveness. Their research highlighted that teachers who felt motivated and satisfied with their job conditions demonstrated a higher level of instructional effectiveness, including better lesson preparation, deeper student engagement,

and more consistent use of recommended pedagogical practices. The findings indicated a direct and significant relationship between teacher job satisfaction and instructional effectiveness. Satisfied teachers showed: regular attendance and punctuality, high morale and enthusiasm toward lesson delivery, active engagement with students and use of creative instructional methods, greater willingness to collaborate with colleagues and participate in professional development. In contrast, poorly motivated teachers were often absent, exhibited low morale, and engaged in minimal lesson preparation. Their teaching behaviors were described as ineffective, with a tendency to default to rote instruction and limited student interaction.

Several empirical studies have examined the key factors that determine teacher effectiveness in secondary schools. These determinants of teacher effectiveness include: educational qualification and experience, motivation and welfare, class size and resources, in-service training and professional development, Instructional support and leadership, technological pedagogical content and technological competence.

Empirical evidence supports the idea that highly qualified teachers are more effective. Ekanem and Akpan (2020) reported that postgraduate qualifications correlated with higher instructional quality and student achievement in Cross River state. Similarly, Papay and Kraft (2020) found that experienced teachers in the U.S. exhibited improved student outcomes especially when placed in a supportive school environment.

Akindele and Oni (2020) found that effective instructional supervision by principals in Lagos State significantly improved teachers' lesson preparation, punctuality and students' learning outcomes. Robinson, Lloyd, and Rowe (2012) in their contribution maintain that principals who prioritize instructional leadership have more effective teaching staff and better performing schools.

Teacher motivation is the key to instructional effectiveness. Eze, Ezeugbor, and Eze (2020), in a recent study, found that teacher motivation influenced by prompt salary payments, recognition, and career advancement significantly predicts effective teaching. Poor remuneration and working conditions have been shown to reduce teacher morale and effectiveness in Nigeria.

Ongoing training equips teachers with new strategies, curriculum changes and technological tools. Ibrahim and Arikewuyo (2022) note that in Nigeria, effective teachers frequently attend workshops and update their instructional methods, particularly in science and technology-based subjects.

In the wake of the Covid-19 pandemic, the ability to integrate digital tools into teaching is a new way of determining teacher effectiveness. Salami and Okun (2022) argued that teachers in public secondary schools who effectively utilized platforms such as Google Classroom and WhatsApp during remote learning showed greater student engagement. Studies by Timmons et al. (2022) also revealed that digital fluency enhances lesson delivery, assessment and communication with students and parents. Measuring teacher effectiveness is a complex one which requires multi-dimensional approaches. Common measures in Nigeria used for teacher effectiveness include: students' academic performance in WAEC and NECO results, peer and principal's evaluation, classroom observation reports and teachers' self-assessment. Ibrahim and Arikewuyo (2022) harped on the importance of multi-source evaluation in assessing teacher effectiveness.

Despite conceptual clarity there have been several systematic challenges that continue to hinder teachers' effectiveness in Nigerian public secondary schools. Such challenges include: large class sizes and inadequate infrastructure (Nwangwu, 2022), inconsistent training and professional development, low teacher remuneration and poor working conditions (Adeboye

& Lawal, 2020), and limited supervision and accountability frameworks. These challenges must be addressed through policy reforms and strategic investment in teacher development.

There are recent trends in teacher effectiveness according to research. These recent studies have expanded the lens of teacher effectiveness to include:

- Digital pedagogy which involves the teachers' ability to navigate e-learning platforms and manage online instructions (Salami & Okon, 2023).
- Cultural responsiveness which involves the capacity to address cultural and language diversity in classrooms (Agholor & Adeyanju, 2021).
- Social-emotional Learning (SEL) which involves teacher empathy, care and support in student success (Jones et al., 2021).
- Collaborative learning which emphasizes teachers' capacity to promote peer-to-peer and student-teacher collaboration (Darling-Hammond et al., 2022). These developments redefine the notion of teachers' effectiveness in the light of social, technological and pedagogical spaces.

Empirical studies on teacher effectiveness have grown significantly in recent years, this is as a result of increasing concerns about quality education, digital transformation, and post-COVID learning recovery.

Ajayi and Ekundayo (2016) investigated the influence of teacher characteristics on their effectiveness in public Secondary Schools in Ekiti State. A descriptive survey research design was employed with a sample of population 300 teachers and 15 principals. The instrument for data collection was the questionnaire. Their findings revealed that teachers with higher qualification and longer years of experience demonstrate better classroom management, lesson planning and instructional delivery. The findings also showed that professional development significantly is a significant determinant of effectiveness. Adu and Olafunke

(2017) also conducted a study on the relationship between teacher effectiveness and student academic performance in selected schools in Oyo State. The WAEC results of 500 students were analyzed in correlation. Teachers' evaluations and classroom observation of 50 teachers. The result revealed a positive correlation ($r=0.65$, $P<0.01$) between effective teaching and student academic performance. It was confirmed that instructional strategies and feedback mechanisms were critical factors.

Principals' Supervisory Skills and Teacher effectiveness

Innovative supervisory skills refer to modern, creative and technology-integrated strategies that the principal uses to monitor, guide and support teachers. The relationship between principals' innovative supervisory skills and teachers' effectiveness is both significant and positive as demonstrated by various empirical studies. Several studies have been conducted to ascertain if principals' innovative supervisory skills have any significant relationship with teachers' effectiveness.

Oghuvwu (2020) conducted a study on the principals' use of supervisory skills and teachers' job performance in Delta state. The population of the study included 150 teachers and 30 principals. The instrument for data collection was a structured questionnaire and classroom observation checklist. Using Pearson's product moment correlation, the result of the findings revealed that a positive significant correlation existed between innovative supervision and teachers' job performance. The study concluded that principals who demonstrated innovative skills such as the integration of collaborative teaching improved teachers' punctuality and students' engagement.

Bush and Glover (2019) also carried out a study in the United Kingdom on school leadership and supervision: pathways to teachers' effectiveness. The sample population comprised of 40 teachers and 8 principals from public schools. A case study approach was used as the research design. The instruments used were interviews, classroom observations and

questionnaires. The study showed that schools where principals utilized instructional observations and video-based coaching recorded better teacher lesson engagement and classroom discipline. It also was found that the use of technology-supported supervision e.g. Googles Classroom feedback, digital lesson review significantly improved formative assessment practices.

Eze and Okonkwo (2021) conducted a research on the influence of Principals' supervisory competence on teachers' instructional effectiveness in Anambra State. Mixed-method approach design was used to carry out the research. A sample population of 200 teachers and 20 principals formed the population for the study. The instrument, the questionnaire and focused group discussions. The study found that teachers who received feedback based on data-driven lesson observations had significantly improved content delivery and assessments. The findings also revealed that 85% of the teachers reported more motivation and professional growth under principals who implemented digital supervision tools.

Abiola and Ogunbanjo (2023) examined principals' innovative supervision and its' influence on instructional delivery among teachers in Ogun State public Secondary schools. The study employed a descriptive survey design with questionnaire titled "Innovative Supervisory Skills and Teachers' Art of Delivery (PSSTIS-P)". 300 teachers and 35 Principals were then population for the study. The data generated were analyzed using Analysis of Variance (ANOVA). The findings showed a significant difference ($F=4.82$, $P<.05$) in the instructional effectiveness of teachers supervised with innovative methods compared to traditional methods. Teachers under principals who used WhatsApp groups, e-meetings and weekly lesson review forums had significantly higher scores in lesson planning.

Akinfenwa and Ekundayo (2022) also conducted a study on the influence of digital instructional supervision on teachers' productivity in Secondary Schools in Oyo State. The research design used was 'mixed-method' research design. The sample population comprised

of 200 teachers and 30 principals. The instrument for data collection was the questionnaire and in-depth interviews. Findings revealed that the use of Google forms for lesson monitoring, zoom feedback sessions improved teachers' delivery and response to feedback. It also showed that digital tools enhanced prompt feedback, leading to increased teacher performance.

Yusuf and Adesanmi (2024) conducted a study on the impact of e-supervision on professional development and teaching effectiveness in Kwara State. 120 teachers (60 in experimental group, 60 in control) formed the sample population. The quasi-experimental research design was used for the study. Pre and post-test measure of lesson effectiveness was the method used to collect data. Findings revealed that teachers through e-platforms e.g. Edmodo, Google Classroom showed significant improvement in assessment methods and learner engagement.

Habib and Saeed (2023) conducted a study in Pakistan using 250 teachers from 20 public schools as population. Quantitative correlational study was the design used for conducting the study. The instrument used was digital supervision index (DSI) and teacher effectiveness checklist. The study found that there was a positive correlation between digital supervision e.g. online portfolios, video lesson feedback and teacher effectiveness. It also revealed that teachers reported higher confidence and preparation quality under frequent digital supervision. Yang and Li (2023) carried out a study in China on technological supervision and its effect on teacher innovation and classroom delivery. Using experimental design and a sample of 200 secondary school teachers. Digital supervision dashboards and teacher innovation rubrics were used to collect data. The study showed that teachers using a digital supervision model (use of AI-assisted teaching guides) showed better lesson diversity and student-centered strategies. Innovative supervision predicted 42% variance in instructional performance. ($R^2=0.42$).

Principals' Supervisory Skills and Teachers' Effectiveness Based on Gender

There has been so much debate or arguments on how gender (sex) influences the application of innovative supervisory skills and their impact on teachers' effectiveness. Numerous empirical studies conducted have investigated how male and female principals differ in their supervisory roles and how this influences teacher effectiveness in public secondary schools.

Igbokwe and Enueme (2016) investigated gender differences in supervisory effectiveness in Anambra State. The population comprised of 40 principals and 200 teachers in Anambra State. The instrument for obtaining the data was questionnaire. t-test analysis was used as the research design. The t-test analysis showed that female principals more frequently engaged in pedagogical support, feedback session, and empathetic communication, whereas male principals showed more emphasis on discipline and administrative oversight. However, the study found no statistically significant differences in overall supervisory effectiveness between the sexes.

Akinyemi and Adebayo (2020) investigated the relationship between gender of secondary school principals and the effectiveness of their supervisory practices in Lagos State. The study sampled 160 teachers and 30 principals (18 males, 12 females) and utilized the Teacher Effectiveness Questionnaire (TEQ). Results from the study showed that female principals employed innovative feedback mechanisms such as peer review and digital lesson plans more frequently than male principals, which correlated with higher teacher motivation and lesson quality. The study concluded that a positive correlation exists between female principals' innovative supervision and teachers' effectiveness.

Shaked and Schechter (2016) conducted a comparative study in Israel analyzing how male and female principals use innovative supervision to influence teachers' development. The population consisted of 24 principals (12 male, 12 female). The design used for the study was thematic analysis of interviews and teacher evaluation. The findings revealed that female

principals utilized more reflective supervision strategies, dialogue and teacher mentoring. While male principals utilized more of hierarchical communication and performance audit. The study concluded that female principals were more effective in fostering teacher growth through innovation-driven supervision.

Okoro and Eze (2022) conducted a study in Enugu State to assess the influence of principals' gender on instructional supervision and teachers' instructional competence. The population of study comprised of 240 teachers and 40 principals (20 male, 20 female). Using descriptive and inferential statistics using SPSS, t-test, and ANOVA as research design. The findings for the study showed that female principals employed more technology-driven supervision tools (e.g. WhatsApp-based lesson monitoring) while male principals used more traditional observation methods. Teachers under female principals reported higher motivation and lesson preparedness.

Ajayi and Olatunji (2023) conducted a study to examine gender and innovative supervisory skills in secondary schools in Ogun State. Using structured questionnaires and interviews on 150 teachers and 20 principals. Qualitative design was used in the study. The study found that teachers under female leadership demonstrated greater innovation in delivering lessons and had better classroom management. It was also revealed that female principals frequently engaged in collaborative lesson planning, mentorship program and peer observation than male principals who often used formal evaluation checklist and administrative directives.

Bassey and Udoh (2024) carried out a study to determine how gender influences principals' supervisory innovation and teachers' productivity. The population comprised of 30 principals across 30 public secondary schools in Cross River State. A descriptive design was used with regression analysis and structured teacher performance rubrics. The findings showed that female principals were more likely to adopt reflective supervision models which lead to improved teacher creativity and student engagement.

Owusu-Acheampong and Boateng (2023) conducted a study in Ghana involving 20 principals and 200 teachers in the Ashanti region. The instrument used were interviews, supervision reports, and teacher self-assessments. Results showed that female principals exhibited higher interpersonal and emotional intelligence in supervisory practices than male principals, contributing to better communication, mentoring and teacher retention.

Walsh and Patel (2024) examined gender and innovation in school leadership across 15 secondary schools in U.K. They found that female principals consistently employed "distributed leadership" and "co-supervision" models which enhanced peer collaboration and encouraged teachers to innovate in the classrooms. While male principals were more likely to centralize decision-making around performance standards.

Principals' Innovative Supervisory skills and Teachers' Effectiveness based on Educational Qualifications

Educational Qualification is widely acknowledged as a critical factor that influences a principal's capacity for innovative supervision which in turn affects teachers' effectiveness.

Ugwulashi (2017) conducted a study on the relationship between principals' academic qualifications and their effectiveness in supervising instructional activities in Rivers State. 85 principals and 210 teachers were selected for the study and the design used was Pearson correlation and regression analysis. The result revealed a strong positive correlation ($r=0.67$) existed between educational qualification and innovative supervisory practices. The study also revealed that principals with postgraduate degrees (M.Ed, PhD) were found to have a greater variety of innovative supervisory techniques such as the use of digital supervision tools.

Ibrahim and Sule (2023) also carried out a study on principals' educational background and the implementation of instructional supervision in Kaduna State Secondary Schools. 42

principals and 210 teachers were randomly selected as sample population for the study. ANOVA research design was used for the study. The study from its findings revealed that principals with degrees in educational administration exhibited more innovative supervisory behaviors compared to those with non-education degrees.

Mokhele and Jita (2021) also conducted a study to explore principals' qualification and their impact on classroom supervision in Lesotho. The sample population for the study comprised of 25 principals and 150 teachers. The instrument used for data collection was qualitative interviews and school records. The result of the study showed that postgraduate qualifications directly enhanced principals' competence in managing instruction innovatively. Fayeze and Salim (2023) carried out a study in United Arab Emirates (UAE). The study analyzed leadership practices in 35 schools involving 300 teachers. Data was collected using teacher effectiveness index, supervisory logs and teacher perception surveys. Findings from the study indicated that higher academic qualification of principals positively correlated with instructional supervision effectiveness ($r=0.74$, $P<0.01$).

Ogbene and Amadi (2023), in this study, explored the relationship between principals' educational qualifications and the supervision of ICT integration among Secondary School Teachers in Delta State. The sample population comprised of 60 principals, and 300 teachers in Delta State public secondary School. The research design used for analyzing data was Pearson Correlation ($r=0.71$, $P<0.01$). The instrument used in collecting the data was the questionnaire and teacher observation Checklists. Findings from their study revealed that Principals with Postgraduate degrees in education were more proactive in promoting ICT-based Supervision e.g. Google forms for lesson plans, which significantly improved teacher creativity and learner engagement.

Nwachukwu and Omeje (2019) investigated the link between educational background and teacher motivation under different supervisory climates in Enugu and Ebonyi States. The

study involved 40 Principals and 320 teachers. Findings revealed that teachers reported higher job satisfaction and performance when supervised by principals with Postgraduate qualifications, particularly those trained in educational psychology and curriculum development.

Mensah and Owusu (2023) conducted a study on the role of formal educational background in facilitating innovative supervision. This study analyzed 35 principals and 280 teachers in public Senior high Schools in Ghana. Using Interviews, document analysis and teacher effectiveness metrics. The result revealed that principals with higher degrees in educational planning used strategies like individualized professional development plans, peer mentoring, and weekly data-driven lesson reviews.

Al-Khalifa and Farooq (2023) in Qatar, examined how qualification levels influenced Principals' use of AI and digital platforms for supervision. The Sample population comprised of 30 Principals and 300 teachers in Secondary Schools. Surveys, Classroom data logs, and Student performance metrics were the instrument used for collecting data. The findings from the study showed that Principals with masters or doctoral degrees in education were significantly more effective at implementing tools like AI-base performance dashboards and virtual instructional rounds.

Principals' Innovative Supervisory Skills and Teachers' Effectiveness based on Principals' Years of Experience

Principals' years of experience has a significant influence on their leadership styles and supervisory approach and capacity to be innovative. Akindele and Odufowokan (2020) investigated the relationship between Principals' years of experience and supervisory innovation in public secondary schools in Ogun State. 60 Principals and 360 teachers were randomly selected to form a study. Pearson's moment correlation as the research design. The findings revealed that there was a moderate positive correlation ($r=0.54$) between experience

and effective instructional supervision. It was also revealed that principals with 15+ years of experience effectively used mentoring, in-class demonstrations and instructional feedback. Those with less than 10 years of experience used digital tools (e.g. WhatsApp, Google Classroom) but lacked consistency in follow-up. Similarly,

Salihu and Omotayo (2021) in Kwara conducted a study to examine how years of experience influenced Principals' innovative skills in relation to teacher effectiveness. The population of the study consists of 45 principals and 270 teachers. Using ANOVA to analyze the data, it was found that principals who have 20+ years of experience facilitated teacher development using personalized coaching and peer mentoring. An ANOVA result showed that there was a significant difference ($P < .05$) between supervisory practices based on experience, while less experienced adopted tech-based innovations but struggled with teacher retention.

Eze and Onweligbu (2023) in their research in Anambra State studied 50 principals and 300 teachers to examine how experience shaped leadership innovation in supervision. It was revealed that Principals who had 10-20 years' experience were the most adaptive, i.e., they balanced experience with openness to new strategies. Principals with more than 25 years of experience tended to rely on traditional methods of supervision unless exposed to ongoing training.

Another study by Khalid and Ahmed (2023) involving 100 Principals and 500 Teachers in Pakistan on Principals' supervisory skills relative to years of experience, revealed that principals with 11-20 years of experience showed better use of performance monitoring tools, instructional conferences and teacher evaluation. It was also revealed that a positive regression coefficient ($\beta = 0.63$) indicated that innovative supervision increased with experience up to 20 years, after which it declined.

Hernandez and Bautista (2023) in Philippines investigated experience-based differences in supervisory strategies among 40 Secondary School Principals. Findings revealed that new

principals less than 5 years relied heavily on digital tools and peer feedback. It was also revealed that experienced principals were better at managing instructional improvement plans, though less likely to be innovators. Teachers rated mid-experienced principals with 6-15 years highest in effectiveness.

Okon and Udofia (2024) examined how principals' supervisory skills, as influenced by years of experience, impacted teachers' lesson delivery and classroom innovation. A sample population of 65 principals and 390 teachers formed the study. The design used was descriptive statistics and ANOVA ($F=4.63$, $P<0.05$). The findings from the study showed that Principals with 11-20 years of experience demonstrated a strong ability to combine strategic supervision with teacher mentoring which improved lesson planning, differentiated instruction, and learner outcomes. It also revealed that newer principals with 1-5 years' experience relied heavily on digital supervision tools e.g. zoom check-ins, digital attendance but lacked reflective coaching capacity.

Adebayo and Salami (2023) also investigated how years of service affected principals' use of innovation-driven supervision (peer mentoring, self-review tools) and the resulting teacher outcomes, involving 52 Principals and 312 teachers from public Senior Secondary schools in Lagos State. Using co-efficient of Correlation co-efficient $r=0.68$ (experience versus innovative supervision) as design. The study findings revealed that principals with 15 years and above experience had deeper knowledge of instructional supervision but were slower to embrace digital platforms. Principals with 6-14 years' experience showed the highest adaptivity and were regular by implementing innovation like real-time feedback, teacher-led training and collaborative teaching reviews.

Ibrahim and Okafor (2023) examined how years of experience shaped principals' supervisory styles and teachers' instructional quality. The sample population were 48 principals and 280 teachers drawn from schools across Northern Nigeria. The data was analyzed using Linear

regression analysis and it was found that principals with over 20 years of experience tended to utilize traditional forms of supervision such as lesson plan checking, scheduled observing times.

Moyo and Chikore (2024) conducted an investigation into the influence of principal tenure on the adoption of competency-based supervision in Zimbabwean secondary schools. Their research involved a substantial sample: 58 principals with varying years of experience and 320 teachers, providing a representative population for comparison across tenure groups. They utilized mixed methods, combining survey instruments with in-depth interviews. Principals were grouped according to tenure (over 20 years, 11-20 years, and under 10 years), and data was collected regarding their supervisory strategies, willingness to adapt new methods, and overall impact on teacher effectiveness. Teachers were surveyed for their perceptions of leadership flexibility, creativity, and absenteeism under their current principal. Results indicated that principals with over 20 years of experience scored highly in traditional leadership domains: they ensured discipline, maintained administrative order, and supported curriculum enforcement through routine oversight. However, the data revealed that these veteran principals often preferred well-established routines and were less inclined to adopt innovative supervisory strategies, such as competency-based coaching, personalized developmental feedback, or collaborative lesson planning. Consequently, creativity and adaptability among staff were somewhat limited. In contrast, principals with 11-20 years of experience demonstrated a balanced approach. They leveraged the confidence and skills from their substantial experience but were still adaptable enough to readily integrate new supervisory models and collaboration frameworks. Teachers under such principals reported heightened creativity, fewer instances of absenteeism, and proactive participation in lesson planning and professional development. These schools fostered a dynamic learning environment, with innovation and accountability regarded as norms. Principals with less than

10 years of tenure were eager adopters of innovation but sometimes lacked the broader leadership capacity and institutional influence that comes with long-term experience. Their schools showed promising creativity, but results were not as consistently strong as with mid-tenure principals. They argued that principal professional development should encourage long-serving leaders to integrate flexible, modern supervision approaches, combining their institutional knowledge with new strategies for staff growth and creativity. Policy-makers and school boards are advised to foster mentorship, peer-learning, and ongoing training for school leaders at all career stages. Succession planning should focus on developing both innovative and seasoned leadership qualities. This study underscores the notion that the most effective schools, those with strong teacher creativity and low absenteeism are led by principals who balance experience with adaptability, making competency-based supervision a deliberate, evolving practice.

Summary of Reviewed Literature

This chapter reviewed relevant literature on Principals' Innovative Supervisory Skills And Teachers' Effectiveness In Public Secondary Schools in Edo South Senatorial District of Edo State. The study was anchored on the Instructional Leadership Theory propounded by Edmond (1979), and later developed by Hallinger and Murphy (1985), which positions the principal as an instructional leader responsible for guiding, supporting, and motivating teachers toward improved instructional delivery and student achievement. The theory emphasizes three key dimensions: defining academic goals, managing the instructional programme, and promoting a positive and supportive learning climate. It also stresses the

importance of evidence-based and collaborative supervision in enhancing teacher performance.

The conceptual review showed that instructional supervision has evolved from a fault-finding inspection model to a more developmental and participatory approach. The principal's supervisory role now encompasses classroom observation, mentoring, performance evaluation, and motivation, supported by the integration of technology and data-driven practices. Innovative supervision was identified as a creative and adaptive process involving digital tools, reflective feedback, mentoring, and professional learning communities to enhance teacher growth and instructional quality. The concept of teacher effectiveness was also examined. It refers to the ability of teachers to facilitate learning, manage classrooms effectively, and achieve positive student outcomes. Factors influencing teacher effectiveness include academic qualification, experience, motivation, professional development, and quality of supervision. Effective supervision improves teachers' professional competence, classroom performance, and overall productivity.

Empirical studies consistently revealed a positive and significant relationship between principals' innovative supervisory skills and teachers' effectiveness. Research findings from Nigeria and abroad confirmed that principals who apply collaborative, reflective, and technology-based supervisory practices achieve higher levels of teacher motivation and instructional performance. Variables such as gender, educational qualification, and years of experience were also found to influence the degree of supervisory innovation, with female and highly qualified principals often demonstrating greater adaptability and empathy.

In conclusion, the reviewed literature establishes that principals' innovative supervisory skills are crucial determinants of teacher effectiveness. The integration of instructional leadership principles, technological tools, and collaborative supervision enhances teaching quality and

student learning. However, continuous training and professional development for principals are necessary to sustain innovation and strengthen instructional supervision in Nigerian public secondary. Despite the reviews, the study sought to find out if a relationship exists between principals' innovative supervisory skills and teachers' effectiveness in public secondary schools in Edo South Senatorial District of Edo state. This is the gap which the study filled with regard to existing literature.

CHAPTER THREE

METHODOLOGY

The research methodology was discussed under the following sub-heading: research design, population of the study, sample and sampling technique, research instrument, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

The study adopted a descriptive survey of correlation design. This design was considered appropriate because it enables the researcher to collect data from a large population without manipulating any variable. It allows the researcher to describe the current status of Principals' innovative supervisory skills and its relationship with teachers' effectiveness. The design was suitable since it focuses on obtaining the views and perceptions of Principals' innovative supervisory practices and their influence on teachers' effectiveness in public secondary schools.

Population of the Study

The population of the study comprised (136) Principals from the public secondary schools in Edo South Senatorial District and 2720 teachers. (Edo State Ministry of Education, 2025) The Senatorial District comprises seven (7) Local Government Areas which are Oredo, Egor, Ikpoba-okha, Orhiomwon, Ovia south-west, Ovia North East, and Ughunwode local Government Areas respectively.

Table 1: Distribution of Public Secondary Schools Principals and Teachers in Edo South Senatorial District

Local Government Area	No. of Schools	No. of Principals	No. of Teachers
Oredo	14	14	340
Egor	13	13	420
Ikpoba-Okha	20	20	530
Orhionmwon	27	27	370
Ovia North-East	26	26	360
Ovia South-West	15	15	340
Uhunmwode	21	21	360
Total	136	136	2720

(Source: Edo State Ministry of Education, 2025)

Sample and Sampling Procedure

A total of 14 public secondary school principals and 126 teachers constituted the study sample. The multistage sampling procedure was used.

Stage 1: Stratification by Local Government Areas: Edo South Senatorial District comprises seven Local Government Areas (LGAs). The total population of schools was first grouped according to these LGAs: Oredo, Egor, Ikpoba-Okha, Orhionmwon, Ovia North-East, Ovia South-West, and Uhunmwode. This was done to ensure that each school was represented in the sample.

Stage 2: Selection of Schools within LGAs:

A total of 14 public secondary schools (2 public secondary schools in each Local Government Area) were selected from the 136 public secondary schools in the District. The schools were selected randomly from each Local Government Area.

Stage 3: Selection of Principals:

The principals from the sampled schools were purposively selected. A total of 14 principals were therefore selected as respondents. This ensured adequate representation across the seven LGAs

Stage 4: Selection of Teachers: The simple random sampling technique was used to select the nine (9) teachers from each of the sampled schools thus making a total of 126 teachers that were selected to assess the innovative supervisory skills of Principals. The sample distribution is presented in table 2.

Table 2: Sample Distribution of Principals and Teachers by LGAs

S/N	LGAs	No Schools	of Sample schools [10%]	No Principals sampled	of No Teachers sampled
1	Oredo	14	2	2	18
2	Egor	13	2	2	18
3	Ikpoba-Okha	20	2	2	18
4	Orhionwon	27	2	2	18
5	Ovia North East	26	2	2	18
6	Ovia south- west	15	2	2	18
7	Uhunwonde	21	2	2	18
8	Total	136	14	14	126

Source: Researcher's Field Design (2025)

Research Instruments

The instruments for data collection were two sets of structured questionnaires developed by the researcher. They are

Principals' Innovative Supervisory Skills Questionnaire (PISSQ) and

Teachers' Effectiveness Questionnaire (TEQ). The Principals' innovative supervisory skills questionnaire consists of two sections, Section A and B. Section A collected demographic data on the teachers such as age, gender, qualification, years of experience and school location while section B consists of 18 items seeking information from respondents on Principals' innovative supervisory skills

on the modified four -point likert scale of Strongly Agree (4 points), Agree (3 points), Disagree (2 points) and Strongly Disagree (1 point). The Teachers' Effectiveness Questionnaire TEQ also consist of two sections, sections A and B. Section A elicited demographic information on principals such as age, gender, and years of experience while section B consists of 20 items seeking information from respondents on teachers' effectiveness on the modified four -point likert scale of Strongly Agree (4 points), Agree (3 points), Disagree (2 points) and Strongly Disagree (1 point).

Validity of the Instruments

To ensure the validity of the instrument, the draft questionnaires were given to the researcher's supervisor and two experts in the Department of Educational Management, Faculty of Education, University of Benin. Their suggestions and corrections helped to refine the questionnaires for clarity, appropriateness and relevance to the research objectives. The final version was adjudged to have adequate face and content validity.

Reliability of the Instruments

To determine the reliability of the instruments used for the study, twenty copies of the questionnaires were administered to 20 respondents (5 principals and 15 teachers) from public secondary schools outside Edo South Senatorial District. The responses obtained from the pilot administration of the instruments were subjected to reliability analysis using Cronbach's Alpha coefficient. The analysis produced reliability coefficients of **0.83** for the Principals' Innovative Supervisory Skills Questionnaire (PISSQ) and **0.80** for the Teachers' Effectiveness Questionnaire (TEQ).

Method of Data Collection

Questionnaires were administered directly to principals and teachers in selected schools by the researcher and two trained research assistants. Respondents were assured of confidentiality and informed that participation was voluntary. The respondents were also instructed on how to complete the questionnaires. The collection of completed questionnaires lasted for a period of three weeks.

Method of Data Analysis

The research questions 1 and 2 were analyzed using means, and standard deviation while the hypotheses were tested using the Pearson Product Moment Correlation (PPMC), and Fisher's Z-test statistics. All the hypotheses were tested at 0.05 alpha level of significance. The data was specifically analyzed as follows:

Research question 1 was answered using mean and standard deviation with the criterion mean of 2.5 in line with the rating scale.

Research question 2 was answered using mean and standard deviation with a criterion mean of 2.5 in line with the rating scale which means that if the calculated mean is less than 2.5, it implies that the level of teacher's effectiveness is low and vice versa.

Hypotheses 1 was tested using the Pearson Product Moment Correlation statistics at an alpha level of 0.05 to determine if there is a relationship between innovative supervisory skills utilized by principals and teachers' effectiveness.

Hypotheses 2,3 and 4 were tested using Fisher's Z statistics with a table value of ± 1.96 which was applied to test if a significant difference exists in the relationship between principals' innovative supervisory skills and teachers' effectiveness based on the intervening variables of gender, educational qualifications and years of experience.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the analysis of data collected for the study. The results are presented based on the research questions and hypotheses formulated to guide the study. The statistical tools used include mean, standard deviation, Pearson Product Moment Correlation, independent sample t-test, and Fisher's Z-test.

Research Question 1:

What innovative supervisory skills are employed by principals in public secondary schools in Edo South Senatorial District of Edo State?

Table 3: Descriptive Statistics Showing Innovative Supervisory Skills Employed by Principals

Variable	N	Mean	Std. Deviation	Rank
Instructional Leadership Skills	126	3.36	0.497	1 st
Data-driven Decision-Making Skills	126	3.12	0.371	2 nd
Technology Integration Skills	126	3.01	0.390	3 rd

The results in Table 1 indicate that principals employed various innovative supervisory skills in public secondary schools in Edo South Senatorial District of Edo State. Instructional leadership skills recorded the highest mean score (3.36), followed by data-driven decision-making skills with a mean score of 3.12, while technology integration skills recorded the least mean score of 3.01. Since all the mean values are above the criterion mean of 2.50, the

findings suggest that principals utilize all three innovative supervisory skills in supervising teachers. However, instructional leadership skills appear to be the most frequently utilized supervisory strategy among principals in in public secondary schools in Edo South Senatorial District of Edo State.

Research Question 2:

What is the level of teachers' effectiveness in public secondary schools in Edo South Senatorial District of Edo State?

Table 4: Descriptive Statistics Showing Teachers' Effectiveness

Indices of Teachers' Effectiveness	N	Mean	Std. Deviation	Remark
Students' Achievement	12 6	3.40	0.491	High
Classroom Management		3.03	0.176	High
Effective Lesson Planning and Delivery		3.35	0.479	High
Knowledge of Subject Matter		3.03	0.176	High
Level of Teachers' Effectiveness		3.05	0.214	High
<i>Criterion mean=2.50</i>				

The results in Table 2 indicate that students' achievement recorded the highest mean score (3.40), followed by effective lesson planning and delivery with a mean score of 3.35. Classroom management and knowledge of subject matter each recorded a mean score of 3.03. Since all the mean values are above the criterion mean of 2.50, the results show that the level of teachers' effectiveness is high. Conclusively, teachers in public secondary schools in Edo South Senatorial District demonstrate a relatively high level of effectiveness, with an overall mean score of 3.05

Ho:

There is no significant relationship between innovative supervisory skills utilized by principals and teachers' effectiveness in public secondary schools in Edo South Senatorial District of Edo State.

Table 5: Pearson Correlation Analysis Showing Relationship between Innovative Supervisory Skills and Teachers' Effectiveness

Variables	N	r	p-value	Decision
Innovative Supervisory Skills and Teachers' Effectiveness	126	-0.038	0.670	Not Significant

@.05

The correlation analysis results in Table 3 shows that the relationship between innovative supervisory skills and teachers' effectiveness yielded $r = -0.038$ and $p = 0.670$, which is greater than the 0.05 level of significance. This indicates that there is no significant relationship between innovative supervisory skills utilized by principals and teachers' effectiveness in public secondary schools in Edo South Senatorial District. Therefore, the hypothesis which states that there is no significant relationship between innovative supervisory skills utilized by principals and teachers' effectiveness in public secondary schools in Edo South Senatorial District of Edo State is accepted.

H₀₂:

There is no significant difference in the relationship between principals' innovative supervisory skills and teachers' effectiveness based on Gender in public secondary schools in Edo South Senatorial District.

Table 6: Fisher's Z-Test Comparison of Correlation Between Innovative Supervisory Skills and Teachers' Effectiveness by Gender

Gender	N	R	Z-transformed	Zcal	Zcrit	Decision
Male	36	-.06	-0.061	-0.13	±1.96	Not Significant
Female	90	-.03	-0.034			

A Fisher's z test was conducted to examine whether there was a significant difference between the correlation coefficients of male and female respondents on the relationship between innovative supervisory skills and teachers' effectiveness.

As shown in Table 4, the correlation for male respondents ($r = -.06$, $n = 36$) and female respondents ($r = -.03$, $n = 90$) were compared. The result revealed that the difference between the two correlation coefficients was not statistically significant, $z = -0.13$, $p > .05$.

This indicates that gender does not significantly influence the relationship between innovative supervisory skills and teachers' effectiveness. Conclusively, the hypothesis, which states that there is no significant difference in the relationship between principals' innovative supervisory skills and teachers' effectiveness based on Gender in public secondary schools in Edo South Senatorial District, is retained.

H₀₃: There is no significant difference in the relationship between principals' innovative supervisory skills and teachers' effectiveness based on principals' educational qualifications.

Table 7: Fisher's Z-test Showing Difference in Correlation Based on Educational Qualification

Qualification	N	R	Z-transformed	Zcal	Zcrit	Remark
NCE / B.Ed / B.Sc(Ed)	68	-0.070	-0.070	-0.31	±1.96	Not Significant
M.Ed / M.Sc / PhD	58	-0.014	-0.014			

The Pearson Product Moment Correlation analysis was first conducted to determine the relationship between principals' innovative supervisory skills and teachers' effectiveness for each category of principals' educational qualifications. As presented in the Table 5, principals with NCE/B.Ed/B.Sc (Ed) qualifications (N = 68) recorded a correlation coefficient of $r = -0.070$, while those with M.Ed/M.Sc/PhD qualifications (N = 58) recorded a correlation coefficient of $r = -0.014$. These correlation coefficients were subsequently transformed using Fisher's Z-transformation to allow for the comparison of the two independent correlation coefficients. The transformed values for the two groups were -0.070 and -0.014 respectively. To determine whether the difference between these two relationships was statistically significant, the Fisher's Z-test was computed. The result shows that the calculated Z value ($Z_{cal} = -0.31$) is less than the critical Z value (± 1.96) at the 0.05 level of significance. This indicates that the difference between the two correlation coefficients is not statistically significant. Consequently, the hypothesis which states that there is no significant difference in the relationship between principals' innovative supervisory skills and teachers' effectiveness based on principals' educational qualifications is accepted.

H₀₄: There is no significant difference in the relationship between principals' innovative supervisory skills and teachers' effectiveness based on principals' years of teaching experience.

Table 8: Fisher's Z-test showing difference in correlation based on teaching experience

Teaching Experience	N	R	Z-transformed	Zcal	Zcrit	Decision
10 years and below	41	-0.044	-0.044	-0.05	±1.96	Not Significant
11 years and above	85	-0.035	-0.035			

@.05

The Pearson Product Moment Correlation analysis was first conducted to determine the relationship between principals' innovative supervisory skills and teachers' effectiveness based on principals' years of teaching experience. As shown in the Table 6, principals with 10 years and below teaching experience (N = 41) recorded a correlation coefficient of $r = -0.044$, while those with 11 years and above teaching experience (N = 85) recorded a correlation coefficient of $r = -0.035$. These correlation coefficients were subsequently transformed using Fisher's Z-transformation to enable the comparison of the two independent correlation coefficients. The transformed values for the two groups were -0.044 and -0.035 respectively.

To determine whether the difference between these two relationships was statistically significant, the Fisher's Z-test was applied. The result shows that the calculated Z value ($Z_{cal} = -0.05$) is less than the critical Z value (± 1.96) at the 0.05 level of significance. This indicates that the difference between the two correlation coefficients is not statistically significant. Consequently, the null hypothesis which states that there is no significant

difference in the relationship between principals' innovative supervisory skills and teachers' effectiveness based on principals' years of teaching experience is accepted.

Discussion of Findings

The findings of the study were discussed based on the research questions and hypotheses formulated to guide the study.

Innovative Supervisory Skills Employed by Principals

The findings of the study revealed that principals in public secondary schools in Edo South Senatorial District employ various innovative supervisory skills in supervising teachers. Specifically, the results showed that instructional leadership skills recorded the highest mean score, followed by data-driven decision-making skills, while technology integration skills recorded the least mean score. Nevertheless, all the supervisory skills recorded mean scores above the criterion mean of 2.50, indicating that principals employ these innovative supervisory practices in supervising teachers in their schools.

The prominence of instructional leadership skills in this study indicates that principals play a major role in guiding instructional activities, monitoring teaching practices, and supporting teachers to improve classroom instruction. Instructional leadership is widely recognized as one of the most important responsibilities of school principals because it focuses directly on teaching and learning processes.

This finding is consistent with the study conducted by Adeyemi (2020) who found that principals in Nigerian secondary schools frequently utilize instructional leadership practices such as classroom observation, lesson monitoring, instructional feedback, and mentoring to improve teachers' classroom practices. Similarly, the result of this study also corroborates with Ogunu (2019) who reported that principals who demonstrate strong instructional

leadership practices are more effective in improving teaching quality and promoting professional development among teachers.

The result also corroborates the study of Ofojebe and Ezugoh (2019) who found that instructional supervision carried out through lesson observation, performance evaluation, and professional guidance significantly improves teachers' instructional competence in secondary schools.

The results of this study also aligns with Ajayi and Ekundayo (2020) whose study reported that effective instructional leadership by school principals contributes significantly to improving teaching quality and students' academic performance in Nigerian secondary schools.

The result aligns with the work of Hallinger (2018) who emphasized that instructional leadership remains one of the most influential leadership practices affecting school effectiveness. According to Hallinger, principals who actively supervise instructional activities help teachers improve classroom practices and enhance student learning outcomes.

The result of this study are also in line with Robinson, Lloyd, and Rowe (2018) who reported that leadership practices that focus directly on teaching and learning have a stronger impact on students' academic achievement than other forms of school leadership.

The finding that data-driven decision-making skills were also widely utilized by principals suggests that school leaders increasingly rely on empirical data such as students' academic results, classroom assessments, and teacher performance records when making supervisory decisions. This reflects the growing importance of evidence-based decision-making in educational leadership.

This result supports the study conducted by Schildkamp, Poortman, and Handelzalts (2020) who reported that data-based decision-making enables school leaders to identify instructional challenges and implement strategies that improve teaching and learning outcomes.

Similarly, the result support Ikoya and Olatunde (2019) who found that school administrators who rely on educational data for decision-making are better able to monitor instructional progress and improve school performance.

However, the finding that technology integration skills recorded the lowest mean score suggests that although principals utilize technological tools in supervision, the extent of technology integration is relatively limited. This may be due to challenges such as inadequate technological facilities, insufficient digital skills among school administrators, and limited access to technological resources in many Nigerian schools.

This finding supports the observation of Adu and Olatundun (2021) who reported that many school principals in Nigeria encounter challenges in integrating digital technologies into supervisory practices due to inadequate technological infrastructure and lack of professional training in educational technology.

The result also agrees with the UNESCO (2022) report which states although digital technologies have transformed educational leadership globally, many schools in developing countries still experience significant challenges related to access to digital tools and technological training.

Likewise, the result of this study supports the findings of Fullan (2020) who emphasized that effective technology integration in school leadership requires adequate digital infrastructure, continuous professional development, and supportive educational policies.

Overall, the findings suggest that principals in Edo South Senatorial District demonstrate competence in utilizing innovative supervisory skills, particularly instructional leadership and data-driven decision-making practices. However, there is still a need to strengthen technology-based supervisory practices in schools.

Level of Teachers' Effectiveness

The result of the study revealed that the level of teachers' effectiveness in public secondary schools in Edo South Senatorial District is high. The results showed that all the indicators of teachers' effectiveness including students' achievement, effective lesson planning and delivery, classroom management, and knowledge of subject matter recorded mean scores above the criterion mean of 2.50.

The high mean score recorded for students' achievement indicates that teachers contribute positively to students' academic performance in the schools studied. Similarly, the high mean score recorded for lesson planning and delivery suggests that teachers demonstrate competence in organizing instructional activities and delivering lessons effectively.

This result supports the view of Stronge (2018) who argued that effective teachers possess strong subject knowledge, instructional competence, and classroom management skills that enable them to facilitate meaningful learning experiences for students.

Similarly, the result supports Hattie (2017) who reported that teacher effectiveness is one of the most important factors influencing students' academic success. According to Hattie's research synthesis, effective teachers significantly improve students' learning outcomes through quality instruction and effective classroom practices.

The result also corroborates with Akinwumi and Adeniyi (2018) whose study reported that teacher effectiveness is largely determined by teachers' ability to plan lessons effectively, manage classrooms efficiently, and demonstrate mastery of subject content.

The result also agrees with Ogunu (2019) who found that effective teachers in Nigerian secondary schools demonstrate strong classroom management skills, effective instructional delivery, and the ability to motivate students to learn.

Furthermore, the result is in line with Darling-Hammond (2017) who emphasized that effective teaching requires a combination of pedagogical knowledge, subject expertise, and the ability to create supportive learning environments that promote student engagement.

The results of this study also support the study of Akpan and Ita (2021) who reported that teachers who possess strong professional competencies contribute significantly to improving students' academic achievement in secondary schools.

The high level of teacher effectiveness observed in this study may therefore be attributed to factors such as continuous supervision by school administrators, teachers' professional competence, and increasing emphasis on accountability in the education sector.

Relationship between Innovative Supervisory Skills and Teachers' Effectiveness

The result of this study revealed that there is no significant relationship between innovative supervisory skills utilized by principals and teachers' effectiveness in public secondary schools in Edo South Senatorial District of Edo State.

This result implies that although principals employ innovative supervisory practices, these practices may not directly influence teachers' effectiveness in the schools studied.

This result contradicts the study conducted by Okendu (2018) who found a significant positive relationship between principals' supervisory practices and teachers' job performance in secondary schools.

The result also contradicts the result of the study conducted by Eya and Leonard (2018) who found that effective supervisory practices positively influence teachers' instructional delivery and classroom performance. The result of this study also does not support Glickman, Gordon, and Ross-Gordon (2018) who argued that effective instructional supervision contributes significantly to improving teachers' professional competence and instructional performance.

However, the result of this study supports the view of Blase and Blase (2019) who noted that the impact of supervision on teachers' performance depends largely on how supervision is implemented and how teachers perceive supervisory practices.

The result also supports the study of Leithwood and Louis (2020) who emphasized that school leadership influences teaching effectiveness indirectly through mediating variables such as school climate, teacher motivation, and availability of instructional resources. The result is in line with Adu and Olatundun (2021) who reported that supervision alone may not significantly influence teacher effectiveness unless it is supported by other factors such as teacher motivation, professional development opportunities, adequate instructional materials, and supportive school environments.

Gender Difference in the Use of Innovative Supervisory Skills

The finding of this study revealed that there is no significant difference between male and female principals in the use of innovative supervisory skills in public secondary schools in Edo South Senatorial District.

This finding implies that both male and female principals demonstrate similar competencies in applying innovative supervisory practices in managing instructional activities.

This result supports the study conducted by Adeyemi (2020) which found that gender does not significantly influence principals' supervisory effectiveness in Nigerian secondary schools.

Similarly, the result corroborates with Ogunu and Omoregie (2018) report that both male and female school administrators demonstrate similar supervisory competencies.

The results also align with Northouse (2019) who argued that leadership effectiveness is determined by leadership competence, skills, and experience rather than gender.

Likewise, the result agrees with Bush (2020) who emphasized that leadership effectiveness in schools depends more on professional expertise and leadership training than on gender differences.

Educational Qualification and Innovative Supervisory Skills

The findings of this study revealed that there is no significant difference in the relationship between principals' innovative supervisory skills and teachers' effectiveness based on principals' educational qualifications.

This finding suggests that possessing higher academic qualifications does not necessarily strengthen the relationship between supervisory practices and teachers' effectiveness.

This result supports Ofojebe and Ezugoh (2019) who reported that academic qualifications alone do not automatically lead to effective supervision in schools.

Similarly, the result supports Akinwumi (2018) who found that leadership competence and administrative experience are more important determinants of supervisory effectiveness than academic qualifications.

The results also align with Bush and Middlewood (2017) who also observed that effective educational leadership depends largely on leadership competencies, professional training, and practical administrative experience rather than academic qualifications alone.

Teaching Experience and Innovative Supervisory Skills

The findings also revealed that there is no significant difference in the relationship between principals' innovative supervisory skills and teachers' effectiveness based on principals' years of teaching experience.

This finding implies that whether principals have fewer or more years of teaching experience does not significantly influence the relationship between their supervisory skills and teachers' effectiveness.

This result agrees with Ogunu (2019) who reported that teaching experience alone does not guarantee effective supervision unless it is supported by leadership training and professional development.

The result also agrees with Adeyemi (2020) who asserted that although teaching experience may enhance administrative competence, it does not necessarily determine supervisory effectiveness.

The result is in line with Leithwood and Louis (2020) who reported that leadership effectiveness is influenced more by leadership practices, professional development, and organizational support than by years of experience alone.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings, conclusions from the findings, and the recommendations based on the findings. It also highlights the contribution of the study to knowledge, the implication of findings for Educational Management and suggestions for further research.

Summary

This study investigated the influence of Principals' innovative supervisory skills on teachers' effectiveness in public secondary schools in Edo south senatorial district of Edo state. In carrying out this study, Six (6) research questions were raised and four (4) hypotheses were formulated and tested. The study adopted a descriptive survey of correlation design. The population of the study comprised the one hundred and thirty -six (136) Principals from public secondary schools in Edo south senatorial District of Edo State. A total of 14 public secondary schools principals and 126 teachers constituted the study sample. The multistage sampling procedure was used to choose the samples in four stages. Two Research Instruments; Principals' Innovative Supervisory Skills Questionnaire (PISSQ) and Teachers Effectiveness Questionnaire (TEQ) were used to collect data for the study. The face and content validity of the instruments, Principals' Innovative Supervisory Skills Questionnaire (PISSQ) and Teachers Effectiveness Questionnaire (TEQ) were given to the researcher's supervisor and two experts in the Department of Educational Management, Faculty of Education, University of Benin for correction and suggestions. The Questionnaires were directly administered to principals and teachers in selected schools by the researcher and two

trained research assistants. Research questions 1 and 2 were analysed using means and standard deviation. Hypotheses 1 to 4 were analysed using Pearson Product Moment Correlation (PPMC) and Fisher's Z -test analysis at 0.05 level of significance.

The following findings were revealed in the study:

1. Principals employ various innovative supervisory skills in public secondary schools in Edo South Senatorial District.
2. Teachers Effectiveness is high. This means that teachers in public secondary schools in Edo south senatorial district demonstrate a high level of effectiveness.
3. There is no significant relationship between innovative supervisory skills utilized by principals and teachers effectiveness in public secondary schools in Edo South Senatorial District.
4. There is no significant difference in the relationship between principals' innovative supervisory skills and teachers' effectiveness based on Gender.
5. There is no significant difference in the relationship between principals' innovative supervisory skills and teachers' effectiveness based on principals' Educational Qualification.
6. There is no significant difference in the relationship between Principals' Innovative supervisory skills and teachers' effectiveness based on Principals' Years of Experience.

Conclusion

Based on the findings of this study, it can be concluded that principals in public secondary schools in Edo South Senatorial District demonstrate the use of innovative supervisory skills in supervising teachers.

The study also established that teachers in public secondary schools in the study area demonstrate a relatively high level of effectiveness in performing their instructional responsibilities. This effectiveness is reflected in their ability to manage classrooms effectively, deliver lessons efficiently, and demonstrate adequate knowledge of subject matter. However, despite the use of innovative supervisory skills by principals, the study revealed that these supervisory methods did not show a significant relationship with teachers' effectiveness. This suggests that other factors such as teacher motivation, professional development opportunities, availability of instructional materials, and supportive school environments may also influence teachers' effectiveness in schools.

Furthermore, the findings indicated that gender, educational qualifications, and teaching experience of principals do not significantly influence the use of innovative supervisory skills or their relationship with teachers' effectiveness.

Recommendations

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

1. School principals should continuously improve their supervisory skills by attending workshops, seminars, and training programmes.
2. Principals should maintain open and effective communication with teachers to encourage feedback, trust, and collaboration.

3. Government and education authorities should provide schools with adequate technological facilities and also train principals on how to use them effectively for supervision.
4. Regular supervision and monitoring of school activities should be encouraged to ensure that teaching standards are maintained.
5. Teachers should also take advantage of professional development opportunities to improve their knowledge and classroom practices.

Implications for Educational Management

The findings of this study suggest that improving how principals supervise teachers can have a direct impact on teaching quality. School administrators should therefore focus on adopting more practical and supportive supervisory approaches.

Educational policymakers should also invest in training programmes that will equip principals with modern supervisory skills needed in today's schools.

Contribution to Knowledge

This study adds to existing knowledge by showing clearly how innovative supervisory skills of principals are linked to teachers' effectiveness, especially within the context of public secondary schools in Edo State. It also highlights the growing importance of technology in school supervision.

In addition, the study can serve as a useful reference for students, researchers, and education administrators who are interested in school leadership and teachers' job performance.

Suggestions for Further Studies

This study only covered public secondary schools in Edo south senatorial district in Edo state. Based on the limitations of this study, future researchers can consider the following:

1. Principals Innovative Supervisory Skills and Teachers Effectiveness in Edo Central Senatorial District of Edo State.
2. The influence of school environment on Teachers job performance in Edo south senatorial district of Edo state.
3. Impact of Digital Leadership and Technology - based Supervision on Teachers job performance in public secondary schools.

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APPENDIX I

PRINCIPALS' INNOVATIVE SUPERVISORY SKILLS QUESTIONNAIRE (PISSQ)

SECTION A: RESPONDENTS BIO-DATA

To be completed by Teachers.

Kindly Tick (✓)

Gender: Male (). Female ()

Highest Qualification: NCE () B.Ed/ B.sc (Ed) [M.Ed/M.sc \(Ed\)](#) Ph D. ()

Teaching Experience: 1-5 years () 6-10 years () 11-15 years () 16 years and above ()

School Location: Rural () Urban ()

SECTION B

Instruction: Please respond to the items as perceived by you.

Response Key: Strongly Agree (SA), (4) Agree (A), (3) Disagree (D), (2) Strongly Disagree (SD),
(1).

S/N	ITEMS	SA	A	D	SD
	Instructional Leadership Skills				
1	The Principal regularly observe classroom teaching to improve instructional delivery				
2	The Principal sets clear academic goals for teachers and students				
3	The Principal ensures that instructional materials are adequately utilized				
4	The Principal organises regular meetings to discuss instructional challenges				
5	The Principal encourages collaboration among teachers for lesson planning				

6	The Principal monitors students performance to assess instructional outcomes				
	Data-driven Decision Making Skills				
7	The Principal analyses attendance and performance records before making decisions				
8	Data obtained from supervision are used to identify teachers professional needs				
9	The Principal keeps records of teachers performance for evaluation				
10	The Principal makes data-driven decision to promote school improvement				
11	Data from classroom supervision influence staff development program				
12	The Principal uses data to monitor the implementation of the curriculum				
	Technology Integration Skills				
13	The Principal encourages teachers to use ICT tools for teaching				
14	The Principal provides ICT training opportunities for teachers				
15	The Principal uses online platforms to communicate academic goals				
16	The Principal utilises digital records for tracking school performance				
17	The Principal ensures digital tools are available for instructional supervision				
18	The Principal uses technology to monitor lesson delivery				

APPENDIX II

TEACHERS' EFFECTIVENESS QUESTIONNAIRE (TEQ)

SECTION A: RESPONDENTS BIO-DATA

To be completed by Principals.

Kindly Tick (✓)

Gender: Male (). Female ()

Highest Qualification: NCE () B.Ed./ B.sc (Ed) M.Ed/M.sc (Ed) Ph D. ()

Teaching Experience: 1-5 years () 6-10 years () 11-15 years () 16 years and above ()

School Location: Rural () Urban ()

SECTION B

Instruction: Please respond to the items as perceived by you.

Response Key: Strongly Agree (SA)(4), Agree (A) (3), Disagree (D)(2), Strongly Disagree (SD) (1).

S/N	ITEMS	SA	A	D	SD
	Students Achievement				
1	The teachers effectively prepares students for internal and external examinations.				
2	Teachers provides additional support for students who are struggling				
3	Students generally demonstrate mastery of the topic				
4	Teachers ensures that there is improvement in the students' academic work				
5	The teacher motivates students to strive for high academic performance.				
	Classroom Management				
6	Teacher maintains an orderly and conducive learning environment in the classroom.				

7	The teachers ensures that classroom rules are clear and consistently enforced				
8	The teacher effectively manages disruptive behaviours during instructional period				
9	The teacher ensures efficient use of instructional time during lessons				
10	The teacher maintains a positive teacher - student relationship that supports learning.				
	Effective Lesson Planning and Delivery				
11	The teacher prepares detailed lesson plan and lesson notes in line with the curriculum				
12	The teacher states clear instructional objectives at the beginning of each lesson				
13	The teacher uses appropriate teaching methods to facilitate students' understanding				
14	The teacher employ suitable instructional materials to enhance lesson delivery				
15	The teacher evaluates students' understanding at the end of the lesson				
	Knowledge of subject Matter				
16	The teacher demonstrate adequate mastery of subject matter				
17	The teacher explains concept clearly and accurately to students				
18	The teacher relates subject content to real life situations to enhance students understanding				
19	The teacher correctly responds to students' questions during lesson				
20	The teacher is up to date with developments in the subject area				