



PRINCIPALS' SCHOOL-BASED SUPERVISION STRATEGY AND MANAGEMENT EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN CROSS RIVER STATE, NIGERIA

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ABSTRACT

The study investigated principals' school-based supervision strategy and management effectiveness in public secondary schools in Cross River State, Nigeria. The research design adopted for the study was correlational survey research design. The area of the study was Cross River State, Nigeria. The population of the study was 281 public secondary school principals in Cross River State within the 2019/2020 academic session. The census approach was adopted for the study thus, all the 281 principals participated in the study. The instrument used for data collection was Principals' School-based Supervision Strategy and Effective Management of Secondary School Questionnaire" (PSSSEMSSQ). Data collected was analyzed through SPSS version 23, using Mean, Standard deviation and Pearson's product moment correlation analysis. The results of the analysis revealed that, there is a significant relationship between principals' school-based supervision strategy and management effectiveness of secondary schools in Cross River State. The findings revealed that supervisory practices such as monitoring of lesson notes, instructional observation, teachers' evaluation, staff meetings, mentoring and professional development programmes play vital roles in enhancing administrative efficiency and improving the quality of teaching and learning in secondary schools. It was therefore concluded that, principals' school-based supervision strategy significantly contributes to the management effectiveness of public secondary schools in Cross River State. It was recommended that, principals of public secondary schools in Cross River State should intensify the use of effective school-based supervision strategies such as regular classroom visitation, monitoring of lesson plans and lesson notes, instructional observation and teachers' evaluation to ensure quality teaching and learning. Principals should provide constructive feedback and professional support to teachers after supervision exercises in order to improve instructional delivery, enhance teachers' effectiveness and strengthen the overall management of secondary schools.

Keyword: Principals, School-based supervision and Management effectiveness

Introduction to the study

Education remains one of the most significant instruments for national development and social transformation. The quality of any educational system depends largely on the effectiveness of school management and the ability of school administrators to coordinate instructional activities toward the realization of educational goals. In Nigeria, secondary education occupies a strategic position because it serves as a bridge between primary and tertiary education and prepares learners



for useful living within society. The achievement of the objectives of secondary education, therefore, requires effective administrative and supervisory practices capable of ensuring quality teaching and learning in schools (Ubana et al 2024).

In recent years, educational stakeholders in Nigeria have expressed growing concern over the declining standard of education, particularly in public secondary schools. Persistent problems such as poor students' academic performance, teachers' absenteeism, indiscipline, inadequate instructional delivery, examination malpractice, weak curriculum implementation and poor learning outcomes have continued to challenge the educational system. These challenges have raised questions regarding the effectiveness of management practices adopted by school principals and the extent to which supervisory strategies are utilized to improve school performance. According to Ubana et al (2024) administrators' supervisory role on quality service secondary school delivery is an important role in achieving management effectiveness. Educational supervision, especially school-based supervision, has therefore become increasingly important in promoting effective school administration and instructional quality.

School-based supervision refers to the internal supervisory activities carried out within the school system by principals and other instructional leaders to monitor, guide, support and improve teaching and learning processes. It involves such strategies as classroom visitation, checking of lesson notes, monitoring teachers' attendance, observation of instructional delivery, mentoring teachers, organizing workshops and evaluating classroom management practices. According to Adie et al (2024) classroom situation and students' academic achievement in secondary schools enhances management effectiveness. The primary purpose of school-based supervision is to ensure that educational objectives are achieved through effective coordination of teachers, students, instructional materials and school resources.

School based supervision is a form of supervision where the principal make use of internal resource persons like senior and experience teachers, students and parents to provide information for guidance and instructional supervision of teachers in school. Asor et al (2022) stressed that supervision is the way of guiding, stimulating, improving and overseeing activities, skills and competencies of people. Ubana et al (2025) opined that harnessing security approach and artificial intelligence (AI) as tools to combat corrupt/unethical practices. Andong et al (2025) observed that incorporating digital technology to adult literacy education programmes significantly promote management effectiveness. Ushie et al, (2026) assert that staff straining significantly influence managerial outputs. Studies have been conducted to assess school based supervision, a few will suffice here. Arsyada (2017) carried out a study on analysis of supervisor competencies in implementing school based management towards quality improvement of secondary schools. This research is aimed, at: (1) developing competence test instrument that is valid in mapping competencies of school supervisors; (2) getting a description of competencies of school supervisors, which includes: (a) personality, (b) managerial supervision, (c) academic supervision, curriculum and teaching and learning management, (d) education evaluation, (e) school climate and culture development, (f) research and development and (g) social. The research applied quantitative research by using explanatory descriptive method. The research population is 21 supervisors of the schools, which also makes the unit of analysis. Questionnaires and interviews are used for data collection. The collected data is analyzed by using descriptive analysis with percentage technique. The result of research, at: (1) developed test instrument to measure competencies of the supervisors and to map the competencies. (2) The results of the test indicate that the overall competencies of the supervisors are at fair category in the pre-test and become good at the post-test. The improvement on the post-test compared to the pre-test was the result of



a treatment in the form of educating and training on the competencies of: personality; managerial supervision; academic supervision, curriculum and teaching and learning management; education evaluation; school climate and culture development; research and development; and social.

Geremew and Dagnew (2015) conducted a study aimed at identifying the current practice and problems of school based supervision in government primary schools of Jile Timuga Woreda of Oromia Zone. A descriptive survey design of research methodology was employed. Regarding sampling were 39 primary schools grouped in 10 cluster centres. From these cluster centres all were selected using comprehensive sampling techniques. 13 primary schools were selected using multi-stage sampling technique. Having these schools 112 (32.36%) teachers was selected out of 342 teachers using proportional stratified sampling followed by systematic random sampling to select each teacher from the strata i.e. schools were considered as strata. This constitutes 56 % the respondents. All teacher respondents were used in the analysis. On the other hand 65 school based supervisors, 13 principals and 10 cluster supervisors were selected using comprehensive sampling techniques as they are highly responsible for supervisory practices and their number was also manageable. The main instruments used to collect data were questionnaire and semi-structured interview. The questionnaire was made to be closed ended followed by some open ended questions and designed as five point Likert scaled type. The reliability of the questionnaire was checked using cronbach alpha method after pilot test was conducted. The face and content validity of the tools were also checked by experienced experts in the study area. Frequency count and percentage were used for the analysis of general characteristics of respondents. Mean and one sample t-test method of analysis were used to analyse the data collected through questionnaire and also narration for interview items. The results of the study reveal that the school based supervisory practice were ineffective. School based supervisors were involved in the difficult task of supervision without having sufficient training. School supervisors were also inefficient in promoting professional competence of teachers. Furthermore, the study revealed that SBS was affected by many problems that are related to the school itself, the supervisor and the clients themselves.

Abdeta (2018) embarked on an investigation to assess the practices and challenges of school-based supervision in East Wollega Zone in government secondary schools. The descriptive survey design was employed and Multistage (Woredas, schools and individuals) sampling technique was employed to select the sample Woredas, One Zonal and four Woreda Education offices supervision experts were selected through availability sampling technique. Among the 42 government secondary schools found in the Zone, 10 of them were selected by simple random sampling. From these sample schools, 64 education leaders were also included as respondents using availability sampling technique. Furthermore, 134 teachers have participated in the study through stratified sampling technique. Questionnaire was the main data gathering instrument for the study. Thus, 134 teachers, 64 educational leaders filled the questionnaires. An interview was also conducted. Four Woreda Education officers supervision expert and 1 Zonal Education office supervision expert were interviewed. Quantitative data was collected through questionnaire and analyzed by using mean scores and standard deviation. The data gathered through interview was discussed in line with questionnaire. The main findings of the study were: the function of the organization of school-based supervision was insufficiently practiced, in addition, the actual practice of school-based supervision corresponds to the expected standard was not effectively done properly. The extent to which School based supervisors design various intervention strategies so as to assist teachers' professional improvement was insufficient, the teachers didn't gain enough support from supervisors in order to improve their instructional skills, there was low perception of teachers towards the implementation of school-based supervision. On the other hand, there were



many challenges that those secondary School based supervisors come across while implementing School based supervision. The following recommendations were drawn; the Woreda Education office, East Wollega Zone Education office in collaboration with schools should give much training to School based supervisors, pre -service and in-service-training for School based supervisors; School based supervisors in East Wollega Zone secondary school supervisors should arrange induction training for beginner teachers so as to make them familiar with the classroom instruction; experience sharing programs and support senior teachers in doing action research. In addition to these, teachers' attitude toward School based supervision should be changed by providing them training or by communicating them the overall objective of the school.

Kurka and Berhanu (2019) examined the attitude of teachers towards school-based instructional supervision in secondary schools of Wolaita Zone. Descriptive survey research design was employed and concurrent type of mixed research method was used to enrich data. The study was carried out in 9 selected secondary schools of Wolaita Zone using simple random sampling technique. 200 randomly selected teachers and 30 principals (9 main and 21 vice) were filled questionnaires. From 200 teachers, 18 (9%) were not properly filled the questionnaire. All the available 4 woreda quality assurance heads and 9 supervisors were also included for the interview. Questionnaire was the main data gathering instrument for this study. Quantitative data collected through questionnaire was analyzed by using mean scores, standard deviation, frequency, percentage and independent sample t-test and SPSS version 20 was used for the analysis. Interview and document analysis were also used to substantiate the data gathered through questionnaires. Findings of the study revealed that, teachers had negative attitude towards school-based instructional supervision and they were not satisfied with the function of school-based instructional supervision and the way they behave to realize the function of school-based instructional supervision is different.

Kabene and Mamo (2019) in their study assessed the current status of school based instructional supervision practices in secondary school of Dandi Woreda. Three basic questions were formulated. Descriptive survey design was employed. The sampling technique employed was simple random sampling for sample secondary school of teachers and availability sampling technique for school based supervisors, principals, vice principals and secondary school supervisors. To this end, 97 teachers 30 school -based supervisors 5 principals, 4 vice principals and 2 secondary school supervisors. Questionnaire was the main data gathering instrument for this study. Thus, 94 teachers and 30 school- based supervisors filled the questionnaires. An interview was also conducted to enrich the quantitative data. Principals, vice principals and secondary school supervisors were interviewed. Quantitative data collected through questionnaire was analyzed by using percentage, frequency and chi-square test by using SPSS v.20.o. The data gathered through interview was discussed in line with questionnaire. The results of the study reveals that the school based instructional supervisory practice were ineffective. School based supervisors were involved in the difficult task of supervision without having prior trainings. School supervisors were also inefficient in promoting professional competence of teachers. Furthermore, the study revealed that: lack of trained supervisory personnel, lack of support like manuals, lack of training and experience sharing session and inadequate communication skill of supervisors hinder proper implementation of school based supervision. Finally, to minimize the problems of school-based supervision in secondary schools, it is recommended to give relevant in-service trainings for supervisors to upgrade their supervisory skills and avail necessary resources like supervision manuals, guidelines etc. Moreover, suggestions were forwarded to solve the factors that hinder proper implementation of supervisory practices.



Scholars have consistently emphasized that effective supervision contributes significantly to teachers' professional growth, instructional effectiveness and organizational productivity. According to N. Y. S. Ijaiya, educational supervision is a critical component of school administration that enhances instructional quality and promotes effective educational management. The author observed that inadequate supervision in Nigerian schools contributes significantly to the declining quality of education because many school leaders lack adequate preparation and supervisory competence. Similarly, Rowell Ubogu maintained that instructional supervision strengthens teacher quality by improving classroom practices, encouraging professional collaboration and promoting accountability among teachers. Effective supervision, according to the study, helps teachers improve lesson preparation, classroom interaction and instructional delivery, thereby enhancing students' academic achievement.

The principal, as the chief executive officer of the school, occupies a central position in school-based supervision. Principals are expected to supervise instructional activities, ensure discipline, coordinate school programmes, motivate teachers and maintain effective communication within the school system. Their supervisory responsibilities require continuous monitoring of teaching and learning processes to ensure adherence to educational standards and curriculum implementation. In this regard, classroom visitation and instructional monitoring are considered indispensable tools for achieving management effectiveness in schools.

Management effectiveness refers to the ability of school administrators to efficiently coordinate human and material resources toward the realization of educational goals. Effective school management is reflected in teachers' productivity, students' academic achievement, maintenance of discipline, proper utilization of school facilities and successful implementation of educational policies. In many public secondary schools, however, management effectiveness appears to be hindered by weak supervisory mechanisms, inadequate monitoring of teachers and ineffective leadership practices. Environmental issues can hamper also the effectiveness of development in a school system (Ntongha & Ubana 2026). Anake et al (2026) asserts that family variables and deviant behaviour tendency affect and also promote performance of students. Studies have shown that school-based supervision positively influences school management and instructional effectiveness. For instance, Unity Ofangbonmu and Justina O. Eimuhi found a significant positive relationship between principals' supervision strategies and effective management of instruction in public secondary schools in Edo State. Their study revealed that visitation-observation strategies and workshop supervision improved instructional management and teachers' effectiveness.

Within the context of Cross River State, concerns over declining educational outcomes have equally intensified. Public secondary schools in the state continue to face challenges such as poor academic performance, inadequate supervision of teachers, shortage of instructional materials, declining teacher commitment and ineffective management practices. Despite various government interventions aimed at improving educational standards, many schools still experience administrative inefficiency and weak instructional supervision. Recent studies in Cross River State have highlighted the importance of supervision in enhancing school effectiveness. For example, Esther Chijioke Madukwe and colleagues observed that supervision of teachers significantly influences school system effectiveness in secondary schools in Cross River State. Their findings revealed that effective supervision enhances teachers' effectiveness, students' academic development and overall school productivity. According to Ubana et al (2025) development is enhancement, growth and change that occurs in a certain place. Similarly, Ategwu Patrick Ogar examined perceptions of supervisors and supervisees regarding instructional supervision in public



secondary schools in Bakassi Local Government Area of Cross River State. The study established that positive and collaborative instructional supervision contributes meaningfully to teachers' effectiveness and professional growth.

Despite the recognized importance of school-based supervision, evidence suggests that many principals encounter difficulties in carrying out effective supervisory functions. Factors such as excessive administrative workload, inadequate supervisory training, poor funding, shortage of personnel and lack of instructional materials often limit the effectiveness of school-based supervision in public secondary schools. In some cases, principals focus more on administrative routines while neglecting instructional supervision, thereby weakening teaching quality and school performance. Moreover, there appears to be inconsistency in previous empirical findings regarding the relationship between school-based supervision strategies and management effectiveness. While some studies reported significant positive relationships, others identified challenges affecting supervisory practices and educational outcomes. This inconsistency creates the need for further investigation, particularly within the context of public secondary schools in Cross River State. The present study therefore seeks to examine principals' school-based supervision strategies and management effectiveness in public secondary schools in Cross River State.

Statement of the problem

The effectiveness of any educational system depends largely on the quality of management and supervision provided within schools. In public secondary schools in Cross River State, principals are expected to perform supervisory responsibilities that will ensure effective teaching and learning, proper coordination of school activities, maintenance of discipline and achievement of educational objectives. School-based supervision strategies such as classroom visitation, monitoring of lesson notes, teachers' evaluation, instructional observation, mentoring and staff development programmes are designed to improve teachers' effectiveness and enhance overall school management. However, despite the recognized importance of these supervisory strategies, many public secondary schools in the state continue to experience persistent administrative and instructional challenges.

Over the years, stakeholders in the education sector have expressed concern over the declining standard of secondary education in Cross River State. This decline is reflected in poor students' academic performance in external examinations, teachers' absenteeism, lateness to school, weak commitment to duty, inadequate instructional delivery, examination malpractice, indiscipline among students and poor implementation of the curriculum. These problems have raised serious questions regarding the management effectiveness of principals and the extent to which school-based supervision strategies are effectively utilized in public secondary schools. Although principals are regarded as instructional leaders responsible for ensuring quality assurance in schools, evidence suggests that many principals do not adequately carry out supervisory functions. In some schools, classroom visitation and monitoring of instructional activities are irregular or poorly implemented due to excessive administrative workload, lack of professional competence, inadequate training, insufficient funding, shortage of teaching materials and poor motivation. As a result, teachers may perform their duties without adequate supervision, guidance, or accountability, thereby negatively affecting the quality of teaching and students' academic achievement.

Furthermore, ineffective school management has manifested in poor coordination of academic programmes, weak communication among staff, poor maintenance of school facilities, low teacher morale and declining educational outcomes. Despite government interventions and



educational reforms aimed at improving secondary education, many public secondary schools in Cross River State still experience managerial inefficiency and poor instructional supervision. This situation suggests that the supervisory strategies employed by principals may not be sufficiently effective in promoting quality school management. Previous studies have examined instructional supervision, leadership style, school climate and teachers' performance in relation to school effectiveness. However, limited empirical attention has been given specifically to principals' school-based supervision strategy as correlate of management effectiveness in public secondary schools in Cross River State. In addition, findings from earlier studies have been inconsistent, thereby creating a gap in knowledge that requires further investigation. This study, therefore, is to determine the extent to which principals' school-based supervision strategy relate to management effectiveness in public secondary schools in Cross River State.

Purpose of the study

The main purpose of this study was to investigate principals' school-based supervision strategy and management effectiveness in public secondary schools in Cross River State, Nigeria.

Research question

In order to effectively carry out this research, the following research question was raised to guide the study;

1. How does principals' school-based supervision strategy influence effective management of secondary school in terms of planning and communication?

Statement of hypotheses

The following hypothesis was stated to guide the study.

- Ho1. Principals' school-based supervision strategy does not significantly influence effective management of secondary school in terms of planning and communication,

Methodology

The correlational survey research design was adopted for the study. Correlational survey research design is a form of research in which the researcher measures two variables to assess the statistical relationship between them with little or no effort to control extraneous variables (Schaefer, 2012). It is used to study an existing phenomenon in a natural environment. Moreover, the study was carried out in a natural environment where the phenomenon exist without any form of manipulation by the researcher hence the suitability of the design. It was on these bases that survey research design was considered appropriate for this study, because the purpose of this study is to examine independent variable of principals' classroom visitation and effective management of secondary school in terms of planning and communication. The study area was Cross River State, Nigeria. Cross River State is one of the 36 states of Nigeria in the South-South geo-political zone. The state covers a total land area of 20,156 square kilometers. It shares common boundaries with Benue State to the North, Ebonyi and Abia State to the West, to the East by Camaroon Republic and to the South by Akwa Ibom State and the Atlantic Ocean.

The population of the study comprised all the 281 secondary school principals. They were considered most suitable for the study since they are directly involved in day to day supervision of teachers in their schools and also provide leadership in school as required by virtue of their position. The population is distributed across the entire public secondary schools in Cross River State. The sampling technique adopted for this study was census approach. Census approach was



adopted because the researcher was dealing with a small and manageable population. This approach ensures that every member of the parent population was used as a subject in the study. This approach was therefore considered appropriate to ensure total participation of all principals of public secondary schools in Cross River State. The sample of the study therefore comprised 281 principals of public secondary schools in Cross River State.

The instrument used for data collection was tagged “Principals’ School-based Supervision Strategy and Effective Management of Secondary School Questionnaire” (PSSSEMSSQ). This instrument was designed by the researcher and organized on the revised four-point Likert scale of SA (Strongly Agree), A (Agree), D (Disagree) and SD (Strongly Disagree). The variable was measured continuously at the interval level of measurement. The research instruments undergo face and content validity by experts in Measurement and Evaluation. This was to ensure that the items measure exactly what they are meant to measure in the study. The reliability of the instruments was ascertained using Cronbach alpha. A trial test was carried out using a sample of 50 teachers who were randomly selected from three private secondary schools in Calabar Municipality who was not be part of the study’s sample. From each school, 30 teachers were used and the data collected were analysed accordingly. The reliability coefficient obtained range from .93- .71 respectively for. With these values, the instrument was considered internally consistent in measuring what they purport to measure.

Presentation of the results

TABLE 1: Summary of mean and standard deviation of principals’ school-based supervision

S/N	SCHOOL-BASED SUPERVISION	X	SD	Decision
1.	I organize sessions to allow fellow teachers constructively assess themselves	1.97	1.24	Rejected
2.	Teachers are not comfortable when assessed by their peers than when assessed by superiors	2.05	1.98	Rejected
3.	Pupils are allowed to assess their teachers in my school	3.15	2.06	Accepted
4.	I don’t assign young/junior teachers to experienced/old teachers for supervision in my school.	2.33	1.76	Rejected
5.	Sometime, I ask teachers to critique their lesson notes and submit the report.	1.98	1.52	Rejected
6.	Teachers do not take supervision by their peers seriously	2.68	1.86	Accepted

Table 1, shows that items 1, 2,4 and 5 were rejected because they had mean values lesser than 2.50 which indicate low school-based supervision practices by principals. However, item 3 and 6 had mean score greater than 2.50 and were accepted indicating high school-based supervision practices by principals.

Research question stated that: what is the relationship between school-based supervision and management effectiveness in terms of planning and communication? The variables of this research question is school-based supervision and management effectiveness in terms of planning and communication. To test this research question, Pearson product moment correlation analysis was employed for the analysis.



TABLE 2

Pearson product moment correlation analysis of the relationship between school-based supervision and effectiveness in planning and school communication (N=281)

Variables	X	SD	Df	r	p-val.
School-based supervision	15.27	2.7	279		
Effectiveness in planning	16.15	2.8	279	.445	.000*
Effectiveness communication	15.74	2.7	279	.240	.000*

*(Sig. at .05 df= 279, $p > .05$).

The results of the analysis is as presented in table 2. The results in table 2 shows that for relationship between school-based supervision and effectiveness in planning ($r=.445$, $p<.05$) and for school-based supervision and effectiveness in communication ($r=.240$, $p<.05$). Since $p(.000)$ is less than $p(.05)$. This implies that, there is a significant positive relationship between school-based supervision and effectiveness in planning and communication. The results is presented in table 2 above.

Discussion of findings

Hypothesis one which stated that, there is no significant relationship between school-based supervision and management effectiveness in terms of planning and communication was rejected while, the alternate hypothesis was upheld. This implies that, there is a significant positive relationship between school-based supervision and effectiveness in planning and communication. The direction of the results suggests that an improvement school-based supervision practices resulted in a corresponding improvement in effective secondary school management in terms of planning and communication. This is because, School based supervision employs the internal and peer supervision approach whereby junior inexperienced teachers are attached to their senior counterparts for mentorship, guidance and academic assistance on instructional methods, lesson delivery approaches, learning evaluation, lesson preparation among others. This activity establishes and facilitate effective lines of communication among teachers and principals within the school. Effective school-based supervision provides a relaxed environment for collegial relationship between supervisors and supervisees or mentor and mentee. The atmosphere enhances cordial relationships among staff that enable staff to freely share their instructional challenges or difficulties to others in anticipation of suggestions for improvement. Furthermore, effective school-based supervision presents a clear situational analysis of the school and qualities of teachers to for intelligent school planning, curriculum planning, human resource planning, teacher placement planning, timetabling and scheduling etc.

The findings of the study are in tandem with the finding of Arsyada (2017) that school-based supervision significantly influence the effectiveness in terms of planning and communication. In order words, school-based supervision promotes effective planning activities and communication among teachers within the school. However, Geremew and Dagnew (2015) reported results that contradicted the present study. The study revealed that school based supervisory practice were ineffective in enhancing planning, communication and general school management. The rationale for the variation in the results of the study is because some principals hurriedly implement school-based supervision without sufficient training of teachers. Additionally, school-based supervisors are sourced internally and might have to deal with issues of familiarity with their junior colleagues to be supervised in the school. Without adequately dealing with the issue of familiarity among the teachers, the goal of school based supervision could be



compromised as might be the case in the study cited above. Consequently, the study revealed that SBS was affected by many problems that are related to the school itself, the supervisor and the clients themselves.

Consequently, Kurka and Berhanu (2019) observed that many challenges that impede effective school based supervision include lack of strategic and short term plan to implement School based supervision, supervisors overburdened with other activities and teaching the same period like other teachers, lack of relevant training programs for supervisors, inadequate pre-service and in-service training, teachers attitude towards supervision work, lack of ability to conflict resolution and performance counseling, inadequate attention given to supervision service, lack of clear direction from education experts and lack of cooperative ,honest, friendly and collegial relationships ,incompetent professional knowledge of supervisors, the teachers resistance and absence of follow up of the activities of teachers and give timely feedback was a challenge to supervisors in School based supervision.

In the same vein, the study of Kurka and Berhanu (2019) revealed adverse findings in relation to this study; that, teachers had negative attitude towards school-based instructional supervision and they were not satisfied with the function of school-based instructional supervision and the way supervisors behave to realize the objectives of school-based instructional supervision is different. This attitude was attributed to the perceived incompetence on the part of supervisors.

Conclusion

This study has established that principals' school-based supervision strategy significantly contributes to the management effectiveness of public secondary schools in Cross River State. The findings revealed that supervisory practices such as classroom visitation, monitoring of lesson notes, instructional observation, teachers' evaluation, staff meetings, mentoring and professional development programmes play vital roles in enhancing administrative efficiency and improving the quality of teaching and learning in secondary schools. Effective supervision by principals promotes accountability, strengthens instructional delivery, improves teachers' commitment to duty and creates a conducive environment for educational achievement.

The study further demonstrated that principals who actively engage in school-based supervision are better able to coordinate academic activities, enforce discipline, ensure curriculum implementation and maintain effective communication within the school system. Through regular supervision, principals identify instructional challenges confronting teachers and provide necessary guidance and support for professional improvement. Consequently, schools with effective supervisory practices tend to experience higher levels of teacher productivity, improved students' academic performance, better classroom management and increased organizational effectiveness. In addition, the study highlighted the importance of school-based supervision as a critical instrument for achieving educational goals in public secondary schools. Effective supervision enhances collaboration between principals and teachers, encourages adherence to educational standards and fosters continuous improvement in instructional practices. It also contributes significantly to the realization of government educational policies and quality assurance objectives in secondary education.

The positive relationship established between principals' school-based supervision strategy and management effectiveness indicates that supervision remains an indispensable component of successful school administration. Principals who demonstrate commitment to instructional supervision are more likely to achieve effective utilization of human and material resources, maintain school discipline and ensure the smooth operation of school activities. This underscores



the need for principals to prioritize supervisory responsibilities as essential aspects of educational leadership and management. Therefore, it is concluded that principals' school-based supervision strategies are fundamental determinants of management effectiveness in public secondary schools in Cross River State. Sustained and well-coordinated supervisory practices will continue to enhance teachers' effectiveness, strengthen school administration, improve students' learning outcomes and promote the overall development of secondary education in the state and Nigeria at large.

Recommendations

1. Principals of public secondary schools in Cross River State should intensify the use of effective school-based supervision strategies such as regular classroom visitation, monitoring of lesson plans and lesson notes, instructional observation and teachers' evaluation to ensure quality teaching and learning. Principals should provide constructive feedback and professional support to teachers after supervision exercises in order to improve instructional delivery, enhance teachers' effectiveness and strengthen the overall management of secondary schools.
2. The Cross River State Ministry of Education should organize continuous professional development programmes, workshops, seminars and in-service training for principals on modern supervisory techniques and educational management practices. Such training should focus on instructional leadership, communication skills, conflict resolution, staff motivation and effective monitoring strategies to enable principals perform their supervisory and administrative responsibilities more efficiently and productively.
3. Government and relevant educational stakeholders should provide adequate instructional materials, supervisory facilities and financial support to public secondary schools in Cross River State to facilitate effective school-based supervision. Adequate resources such as supervision manuals, teaching aids, office equipment and transportation facilities for monitoring school activities will enhance principals' capacity to carry out regular supervision and improve management effectiveness, teachers' performance and students' academic achievement.

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