



Assessment of Principals' Supervisory Roles on Administration of Public Senior Secondary Schools in Bauchi State, Nigeria

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ABSTRACT

The study assessed principals' supervisory roles on the administration of public senior secondary schools in Bauchi State, Nigeria. The objectives of the study were as follows; determine how principals supervisory roles influence teaching outcomes, resource utilization, staff satisfaction, stakeholder involvement, and school climate influence principals' supervisory effectiveness in achieving overall school performance. The study adopted a descriptive survey research design. The population comprised 211 principals of public senior secondary schools in Bauchi State, out of which a sample of 136 principals was selected through a stratified proportionate-to-size sampling technique. A structured questionnaire titled "Assessment of Principals Supervisory Roles (APSR-SNAPSSSB)" was used for data collection. The instrument's content validity was confirmed by experts in Educational Administration and Planning, while its reliability, established using the Cronbach Alpha method, yielded a coefficient of 0.83, indicating high internal consistency. Data were analysed using descriptive statistics (mean and standard deviation) to answer the research questions. The findings revealed that teaching outcomes significantly influence principals' supervisory practices, while effective resource utilization enhances supervision and promotes better instructional management. The results also showed that staff satisfaction, stakeholder involvement, and a positive school climate contribute to the effectiveness of principals' supervisory roles in achieving educational objectives. The study concluded that school organizational effectiveness is a critical determinant of principals' supervisory performance, and that effective supervision depends on supportive institutional structures and a conducive school environment. Based on the findings, the study recommended that principals should strengthen instructional supervision, promote staff motivation, encourage active stakeholder participation, and sustain a positive school climate to enhance organizational performance. The study contributed to knowledge by providing empirical evidence on the interplay between school organizational effectiveness and principals' supervisory roles in Bauchi State, thereby extending the practical understanding of effective school leadership within the Nigerian educational context.

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INTRODUCTION

The development and progress of any nation are largely determined by the quality of its educational system. Education serves as the cornerstone for academic advancement, social mobilization, political stability, and sustainable national development. In Nigeria, education remains one of the largest and most significant sectors, as it directly influences the country's human capital formation and overall socio-economic growth. Its importance in both national and global contexts, therefore, cannot be overstated. However, the success of any educational system depends fundamentally on the performance of its teachers. Without teachers effectively discharging their duties, the goals and aspirations of education cannot be achieved. According to Ifedayo (2012), teachers play a pivotal role in promoting quality education through innovative instructional techniques, collaborative learning, research, and analytical engagement that foster creativity and critical thinking among learners.

Hoy and Miskel (2008) observed that organizational effectiveness is a crucial factor that significantly affects teachers' job performance and attitudes toward their work. The effectiveness of an educational institution determines its capacity to achieve desired outcomes and fulfill its mission. It encompasses several components such as institutional performance, leadership quality, resource management, and governance efficiency. In this regard, Kajo (2011) defined organizational effectiveness as the extent to which an organization utilizes available resources efficiently to accomplish its goals without overburdening its members or the society. Schools that demonstrate high organizational effectiveness often exhibit strong leadership, a clear focus on student success, a disciplined yet supportive school climate, and a commitment to fostering essential academic skills among learners.

Oguejiofor (2021) further described school organizational effectiveness as the ability of a school to achieve its educational objectives efficiently and sustainably. (Oguejiofor, 2021) Given that education particularly at the secondary

level is essential to human and national development, ensuring organizational effectiveness becomes even more critical. The secondary school level serves as a bridge between primary and tertiary education, equipping students with the knowledge, skills, and attitudes necessary for higher education and professional pursuits. Consequently, the success of this educational stage requires the effective deployment and management of all available resources. It is within this context that supervision emerges as a vital mechanism for ensuring that resources both human and material are utilized efficiently to achieve educational excellence.

However, when a school operates within a weak organizational structure characterized by poor governance, inadequate stakeholder participation, and inefficient resource management, the supervisory capacity of the principal is often compromised. These challenges limit the ability of the principal to implement effective oversight and hinder the attainment of educational objectives. Despite the acknowledged importance of supervision in educational administration, the degree to which school organizational effectiveness influences principals' supervisory roles remains insufficiently explored, particularly within the context of Bauchi State.

Ezeji and Nkajimeji (2016) emphasized that where school administration and supervision are laissez-faire in nature allowing institutions to function with minimal oversight and government control the result is often systemic inefficiency and poor skill acquisition among students. Ineffective administration and supervision in the Nigerian educational system can, therefore, lead to serious disruptions in achieving educational standards and objectives. Conversely, when administration and supervision are effectively carried out, educational programmes in secondary schools tend to thrive, leading to improved implementation, better learning outcomes, and the production of students who are competent, skilled, and relevant to the nation's socio-political and economic development.

To maintain educational quality and uphold minimum standards, there is a pressing need for continuous review and enhancement of

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supervisory practices. Supervisors, as agents of quality assurance, require updated tools, techniques, and methodologies that align with contemporary educational needs. These tools comprising modern supervisory methods, innovative approaches, and effective feedback mechanisms are essential for sustaining and improving the quality of teaching and learning processes in schools. Strengthening supervision, therefore, remains central to achieving organizational effectiveness and ensuring that educational institutions fulfill their mandate of producing well-rounded, productive citizens.

For educational institutions to operate effectively, their objectives must be clearly defined and aligned with the administrative and supervisory capacities available within the school. The efficiency of the teaching and learning process depends largely on how well administrators and supervisors manage available resources. Proper utilization of school resources—such as finance, human capital, infrastructure, and instructional materials is a prerequisite for effective supervision. Conversely, limited resources and poor management practices can hinder the ability of principals and other administrators to provide sufficient instructional support, ultimately diminishing the overall performance of the school.

The effectiveness of instructional programmes in schools is thus contingent upon the quality of administration and supervision adopted by educational leaders. The National Policy on Education (FRN, 2013) emphasizes that education should produce trained personnel in all sectors of national development, thereby fostering a just and egalitarian society. When educational administrators and supervisors carry out their functions effectively, these policy objectives can be translated into meaningful outcomes producing learners equipped with functional, work-oriented, and entrepreneurial skills necessary for national growth.

While both administrators and supervisors share complementary roles in ensuring effective school operation, their duties often overlap, making it difficult to draw a clear boundary between administration and

supervision. Nevertheless, effective administration is typically reflected in the equitable use of both human and material resources to achieve maximum educational benefits. This balance is a hallmark of good leadership and represents the distinguishing characteristics of competent administrators and supervisors. Effective school leadership thus requires not only the ability to plan and organize but also the capacity to interpret policies, motivate staff, and adapt to changing educational needs.

One of the core responsibilities of school administrators and supervisors is to monitor the teaching and learning process to ensure that it aligns with institutional goals and national education standards. Monitoring involves deliberate actions taken by school leaders to assess whether academic activities are progressing according to plan and whether set targets are being achieved. The primary purpose of monitoring is to improve the efficiency and effectiveness of teaching and learning, identify areas of weakness, and implement timely interventions. Through consistent monitoring and evaluation, administrators and supervisors can foster accountability, promote continuous improvement, and enhance the overall quality of education in secondary schools.

In most secondary schools, administrators and supervisors devote a significant portion of their time to handling managerial tasks designed to promote effective teaching and learning. While the educational and instructional dimensions of school administration are widely acknowledged in theory, they are often neglected in practice. Consequently, many administrators tend to function primarily as managers rather than instructional leaders. Despite undergoing in-service training intended to strengthen their instructional leadership skills, evidence from the literature indicates that school administrators and supervisors still allocate more time to routine administrative duties than to activities that directly enhance instructional quality.

Principals play a central role in ensuring the effective management and supervision of secondary schools. They are the link between



policy formulation and implementation, translating educational goals into actionable strategies at the school level. Effective school leadership requires not only administrative competence but also the ability to guide and inspire teachers toward professional growth and improved classroom performance. According to research findings, successful school managers are those who motivate their teachers to work diligently and creatively, thereby fostering a positive school climate conducive to learning. Motivated teachers are more likely to demonstrate commitment, enthusiasm, and a sense of responsibility toward achieving institutional objectives.

Therefore, for schools to function effectively and achieve their educational objectives, principals must adopt proactive management and supervision strategies. Being proactive involves anticipating challenges, implementing preventive measures, and creating an enabling environment that supports both teachers and learners. Principals should not only focus on administrative control but also engage in continuous professional development, provide instructional guidance, and encourage collaborative decision-making among staff. When principals demonstrate visionary and supportive leadership, teachers feel valued and empowered to perform their duties more effectively. This, in turn, enhances the overall quality of education and contributes to the achievement of national educational goals.

The study was based on the assumption that several key factors influence the effectiveness of principals' supervisory roles in achieving administrative effectiveness in public senior secondary schools in Bauchi State. Specifically, the study assumed that teaching outcomes, staff satisfaction, teachers' utilization of available resources, are important determinants that can either strengthen or weaken how effectively principals carry out their supervisory responsibilities. Overall, the study assumes that these factors collectively influence how effectively principals perform their supervisory roles, which in turn determines the level of administrative effectiveness in public senior secondary schools in Bauchi State.

The aim of the study is to assess the school organizational characteristics effectiveness and principal supervisory role in administration of public senior secondary schools in Bauchi state. Specifically, the study objectives will to;

1. Determine the principal's supervisory roles on teaching outcomes in the administration of public senior secondary Schools in Bauchi State, Nigeria.
2. Find out the principals' supervisory roles on staff satisfaction in the administration of Public Senior Secondary Schools in Bauchi State, Nigeria.
3. Examine the principals' supervisory roles on resource utilization in the administration of public senior secondary Schools in Bauchi State, Nigeria.

The following questions were raised to guide the study:

1. What is the extent of principal's supervisory roles on teaching outcome in the administration of public senior secondary schools in Bauchi state, Nigeria?
2. What is the extent of principal's supervisory roles on staff satisfaction in the administration of public senior secondary Schools in Bauchi State, Nigeria?
3. What is the extent of principal's supervisory roles on resource utilization by teachers and principals on administration of public senior secondary Schools in Bauchi State, Nigeria?

METHODOLOGY

The Latent Capacity Building Model developed by Beazley, Griggs, and Smith (2004) provides a framework for understanding how organizations and communities can develop sustainable solutions by harnessing their existing, though often underutilized, resources and capabilities. Rather than relying heavily on

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external interventions, this model emphasizes the importance of discovering and maximizing internal strengths. It promotes empowerment and collaboration among members of an organization, encouraging them to take ownership of their development and improvement processes. In the context of educational institutions, particularly public senior secondary schools, this model underscores the potential within schools including human, material, and intellectual resources that can be activated to enhance organizational effectiveness and supervision.

The descriptive survey research design was adopted for this study. This design was deemed most appropriate because the study seeks to examine and describe how the independent variables influence the dependent variables without manipulating any of them. The area of the study was Bauchi State, which encompasses all the public secondary schools under investigation. The study specifically covered principals in government-owned secondary schools across the state.

The population of the study consisted of all principals in public senior secondary schools across the three educational zones of Bauchi State namely, Bauchi South Educational Zone, Bauchi Central Educational Zone, and Bauchi North Educational Zone. The sample for this study consisted of 136 principals selected from public senior secondary schools across the three educational zones of Bauchi State. The sampling technique adopted was the stratified proportionate-to-size sampling method, which was considered appropriate for ensuring that each educational zone was fairly represented based on its population size.

The instrument for data collection in this study was a structured questionnaire titled "Assessment of School Organizational Characteristics on administrative Effectiveness in Public Senior Secondary Schools Bauchi State' Questionnaire" (ASOCQ). A five-point Likert scale

will be used to measure respondents' opinions. The response options were weighted as follows: Very High Extent (VHE) – 5, High Extent (HE) – 4, Moderate Extent (ME) – 3, Low Extent (LE) – 2, and Very Low Extent (VLE) – 1.

To ensure the validity of the research instrument, the researcher subjected the questionnaire to a rigorous face and content validation process. The instrument was presented to a panel of experts in Educational Administration and Planning as well as Measurement and Evaluation from the Department of Educational Foundations, Abubakar Tafawa Balewa University, The Cronbach's Alpha method was employed to determine the reliability coefficient of each section of the instrument. Cronbach's Alpha is a widely accepted measure for assessing the internal consistency of items within a scale. According to reliability standards, a coefficient value of 0.90 and above indicates excellent reliability, 0.80 and above is considered good, while 0.70 is acceptable for exploratory studies (Pallant, 2011).

The data collected from the respondents through the questionnaire was analyzed using descriptive statistical techniques. Specifically, mean and standard deviation was employed to answer all the research questions formulated for the study. The use of descriptive statistics is considered appropriate because it enables the researcher to summarize, organize, and interpret raw data into meaningful information that reflects the general trends and patterns within the responses.

RESULTS

Research Question One:

What is the extent of principal's supervisory roles on teaching outcome in the administration of public senior secondary schools in Bauchi state, Nigeria?



Table 1: Mean and standard deviation scores of the teaching outcomes and principals' supervisory roles in enhancing the effectiveness of public senior secondary schools in Bauchi State

S/N.	Item Statements	N	Mean	Std. Deviation	Remark
1.	Quality teaching practices improve the effectiveness of principal supervision	132	3.44	1.107	Moderate Extent
2.	Student academic performance influences the level of supervision	132	3.68	1.238	High Extent
3.	Principals adjust supervisory methods based on students' learning achievements	132	3.58	1.126	High Extent
4.	Regular assessment of teaching outcomes enhances principals' intervention strategies	132	3.43	1.199	High Extent
5.	Teaching quality affects how principals allocate resources for instructional improvement	132	3.62	1.275	High Extent
6.	Effective classroom management by teachers reduces the need for intensive principal supervision	132	3.44	1.107	Moderate Extent
Grand Total		132	3.55	1.175	High Extent

Table 1: presents the mean and standard deviation scores on the mean score response on teaching outcomes and principals' supervisory roles in enhancing the effectiveness of public senior secondary schools in Bauchi State. The responses from 132 participants were analyzed to determine the extent to which teaching outcomes effects principals' supervisory functions. The results reveal that the respondents generally agreed that teaching outcomes have a significant relationship with principals' supervisory roles. Specifically, the item "Student academic performance influences the level of supervision" recorded the highest mean score of 3.68 (SD = 1.238), indicating that principals often tailor their supervision intensity and focus based on students' academic performance. This suggests that better or weaker student results can prompt principals to adjust their supervisory strategies to ensure improved instructional delivery.

Similarly, the statement "Principals adjust supervisory methods based on students' learning achievements" received a mean score of 3.58 (SD = 1.126), further affirming that principals use student learning outcomes as feedback for refining their supervisory practices. The item "Teaching quality affects how principals allocate resources for instructional improvement" also had a relatively high mean of 3.62 (SD = 1.275), showing that effective teaching outcomes

influence decisions regarding resource distribution for teaching aids, training, and instructional support. Moreover, the respondents agreed that "Regular assessment of teaching outcomes enhances principals' intervention strategies" (Mean = 3.43, SD = 1.199), implying that continuous evaluation of teaching results enables principals to identify instructional weaknesses and design appropriate interventions.

However, the first and last items "Quality teaching practices improve the effectiveness of principal supervision" and "Effective classroom management by teachers reduces the need for intensive principal supervision" both recorded mean scores of 3.44 (SD = 1.107) and were rated as Undecided. This may indicate mixed opinions among respondents on whether teaching practices and classroom management directly lessen or improve the necessity of supervision. It suggests that while teachers' quality practices are important, principals may still find it essential to maintain consistent supervision to sustain standards.

Overall, the mean scores ranged between 3.43 and 3.68, which implies a generally positive relationship between teaching outcomes and principals' supervisory roles. The standard deviation values (ranging from 1.107 to 1.275) indicate a moderate level of variability in

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responses, suggesting some diversity of opinion but with a general consensus leaning toward agreement. The findings suggest that teaching outcomes particularly student academic performance, quality instruction, and ongoing assessment play a pivotal role in shaping principals' supervisory practices in Bauchi State public senior secondary schools. Principals tend to use evidence from classroom performance as a

feedback mechanism for refining supervision, improving instructional quality, and promoting overall school effectiveness.

Research Question Two:

What is the extent of principal's supervisory roles on staff satisfaction in the administration of public Senior Secondary Schools in Bauchi State, Nigeria?

Table 2: Mean and standard deviation scores of staff satisfaction and principals' supervisory role in ensuring the effectiveness of public senior secondary schools in Bauchi State

S/N.	Item Statements	N	Mean	Std. Deviation	Remark
1.	Adequate allocation of resources improves principals' ability to supervise teachers effectively.	132	3.64	1.372	High Extent
2.	Limited teaching materials hinder effective principal supervision.	132	3.61	1.282	High Extent
3.	Principals optimize school resources to enhance instructional effectiveness.	132	3.70	1.296	High Extent
4.	The availability of modern teaching facilities influences the frequency of principal supervision	132	3.50	1.182	High Extent
5.	Financial constraints affect the ability of principals to implement effective supervision.	132	3.83	1.071	High Extent
6.	Proper maintenance of school infrastructure enhances principals' supervisory roles.	132	3.14	1.117	Moderate Extent
Grand Total		132	4.01	0.846	High Extent

Table 2 presents the mean and standard deviation scores on the extent to which staff satisfaction effects principals' supervisory roles in promoting the effective administration of public senior secondary schools in Bauchi State. The responses from 132 participants reveal varying perceptions, though the general trend indicates that staff satisfaction and school climate play a vital role in determining how principals perform their supervisory functions. The results show that respondents were undecided on three items and agreed on three others, suggesting that while staff satisfaction is widely seen as influential, its effects may vary depending on specific dimensions of the school environment.

The item "A positive school climate enhances principals' ability to supervise teachers effectively" had a mean score of 3.49 (SD = 1.257), rated Undecided, indicating that while

many participants recognize the importance of a positive environment, some may not perceive it as directly shaping supervision. Similarly, "A collaborative school culture strengthens the relationships between principals and teachers" (Mean = 3.48, SD = 1.175) and "Principals adapt supervisory practices based on the prevailing school culture" (Mean = 3.37, SD = 1.009) also received Undecided ratings. These results imply that although collaboration and culture are essential components of organizational life, their influence on supervision may depend on contextual factors such as communication patterns, leadership style, or institutional policies. In contrast, strong agreement was recorded for items emphasizing trust, respect, and inclusivity.

The statement "Respect and trust among school staff improve the effectiveness of principal supervision" had a mean of 4.02 (SD =

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.810), showing that mutual respect and positive interpersonal relationships significantly enhance supervisory outcomes. Principals who foster trust among teachers are more likely to gain cooperation, improve morale, and facilitate professional growth. Likewise, the items “Student behaviour and discipline levels influence how principals implement supervision strategies” and “An inclusive school environment encourages principals to engage actively in supervision” both recorded high mean scores of 4.24 (SD = .607), indicating strong agreement. These findings underscore that effective supervision is closely tied to school-wide order and inclusivity. When students exhibit disciplined behavior and the school environment promotes inclusion, principals can focus more on developmental supervision rather than corrective or disciplinary actions.

Overall, the mean scores ranged between 3.37 and 4.24, with standard deviation

values between .607 and 1.257, reflecting moderate variability in responses but a general consensus that staff satisfaction and a healthy school environment significantly influence supervision. The findings suggest that principals’ supervisory effectiveness improves when staff members are satisfied, respected, and engaged in a supportive school culture. Positive relationships, inclusivity, and disciplined student behavior foster an environment conducive to meaningful supervision and administrative efficiency. Conversely, when collaboration and school culture are weak, principals may face challenges in implementing supervisory strategies effectively. This highlights the importance of promoting a collegial and inclusive environment where teachers feel valued, trusted, and motivated, thereby enabling principals to carry out their supervisory roles more effectively in Bauchi State public senior secondary schools

Table 3: Mean and standard deviation score of principal’s supervisory role on resource utilization in the administration of public senior secondary schools in Bauchi State, Nigeria?

S/N.	Item Statements	N	Mean	Std. Deviation	Remark
1.	A positive school climate enhances principals’ ability to supervise teachers effectively.	132	3.49	1.257	Moderate Extent
2.	A collaborative school culture strengthens the relationships between principals and teacher.	132	3.48	1.175	Moderate Extent
3.	Principals adapt supervisory practices based on the prevailing school culture.	132	3.37	1.009	Moderate Extent
4.	Respect and trust among school staff improve the effectiveness of principal supervision.	132	4.02	.810	High Extent
5.	Student behaviour and discipline levels influence how principals implement supervision strategies.	132	4.24	.607	High Extent
6.	An inclusive school environment encourages principals to engage actively in supervision.	132	4.16	.790	High Extent
Grand Total		132	3.67	1.220	High Extent

Table 3 presents the mean and standard deviation scores on the extent to which resource utilization by teachers affects principals’ supervisory roles in ensuring the effectiveness of public senior secondary schools in Bauchi State. The responses from 132 participants provide valuable insights into how the availability and management of resources influence supervision and school performance. The overall results

indicate that respondents generally agreed that resource utilization significantly impacts principals’ supervisory effectiveness, although opinions varied slightly across individual items. The statement “Financial constraints affect the ability of principals to implement effective supervision” recorded the highest mean score of 3.83 (SD = 1.071) and was rated Undecided. This response suggests that while financial challenges



are widely acknowledged, there may be differing perceptions about how directly such constraints limit principals' supervisory functions. Some respondents may believe that strong leadership can mitigate financial limitations, while others see funding as a major determinant of supervisory capacity.

The item "Adequate allocation of resources improves principals' ability to supervise teachers effectively" received a mean of 3.64 (SD = 1.372), indicating agreement among respondents. This highlights that effective supervision often depends on the proper allocation and use of financial, material, and human resources. When schools are adequately resourced, principals can focus more on quality monitoring and instructional guidance rather than coping with shortages.

Similarly, the statement "Limited teaching materials hinder effective principal supervision" had a mean of 3.61 (SD = 1.282), which reinforces the idea that inadequate instructional materials negatively affect supervision. Without sufficient teaching tools, it becomes challenging for principals to evaluate teaching practices meaningfully or ensure effective classroom delivery. Furthermore, respondents agreed that "Principals optimize school resources to enhance instructional effectiveness" (Mean = 3.70, SD = 1.296) and that "The availability of modern teaching facilities influences the frequency of principal supervision" (Mean = 3.50, SD = 1.182). These results indicate that when resources such as laboratories, libraries, ICT equipment, and instructional materials are adequately provided, principals can supervise more effectively and frequently, leading to improved teaching and learning outcomes.

Based on the analysis and interpretation of data from the research questions and results presented in Tables 1–3, the following findings were made:

1. The study found that teaching outcomes, such as quality teaching practices, student academic performance, and effective classroom management, have a direct influence on how principals carry out their

supervisory duties. Principals tend to adjust their supervisory methods in response to students' learning achievements and teaching quality, which enhances overall school effectiveness.

2. Findings revealed that adequate allocation and utilization of school resources enhance principals' ability to supervise teachers effectively. Limited teaching materials and poor maintenance of school facilities were identified as major constraints that hinder effective supervision. However, principals who optimize available resources are able to enhance instructional effectiveness and school performance.
3. The study showed that staff satisfaction plays a significant role in influencing principals' supervisory roles. Respect, trust, and collaboration among school staff were found to improve supervision quality. Moreover, inclusive and positive school environments encourage principals to engage actively in supervision, while poor staff morale reduces cooperation with supervisory efforts.

CONCLUSION

Based on the findings, the study concludes that school organizational effectiveness is a key determinant of the supervisory success of principals in public senior secondary schools in Bauchi State. Principals' effectiveness in supervision depends largely on the degree to which schools provide supportive structures such as adequate resources, teacher motivation, collaborative culture, and stakeholder engagement.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are made:

1. Manage administrative load: Principals should minimize time spent on



excessive paperwork to allow more time for active supervision and direct interaction with staff and students.

2. Improve Personnel supervision: principals should identify underperforming teachers and offer individuals, counseling, and training to boost job performance.
3. Provide Adequate Resources: Governments and school board must provide necessary instructional materials (textbooks, charts) and enhance school infrastructure to facilitate effective teaching and supervision.

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