

Managerial Skills: Tool for Instructional Supervision in Secondary Schools in Rivers State

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Abstract

The Paper Explored Managerial Skills: Tool For Instructional Supervision In Secondary Schools In Rivers State. The Concepts Of Managerial Skills, Conceptual Skills, Technical Skills, Human Relation Skills Among Others Were Discussed. Highlight Was Done On The Steps To Acquiring Conceptual Skills, How To Acquire Technical Skills While The Factors Of Project Management Skills Were Further Discussed. Again, The Qualities Of Effective Team Management Were State As Well As Time Management Skills. Furthermore, Mention Was Made Of Specific Roles Played By The School Principal While Reasons Were Given Why School Principals In Rivers State Should Pursue Instructional Supervision. The Conclusion Was That Managerial Skills In Very Important In The Day To Day Running Of School, So Was Necessary For A Principal To Have. It Was Then Recommended That The School Principal Should Give Himself To Adequate Training That Would Encourage Him To Satisfy The Demands Of His Office, The Principal Must See His School Which Is The Primary Place Of Assignment As A Ground For Action Research And The Implementation Of Findings, The School Principal Should Employ Enough Corporation And Motivation As Well As Mentorship Skills In Order To Endear His Subordinates To Him, The Principal Should Attend Conferences And Workshops Organized For People In His Category In Order To Share And Network Among Contemporaries And The Application Of Clinical Supervision Skills By The Principal Would Enhance His Capacity And Build His Teachers Up To Support Him More.

Keywords: Managerial Skills, Instructional Supervision, Secondary School

Introduction

The principal is supposed to do effective instructional supervision, a duty that is assigned to people in his/her status in the school system, since only such actually would be able to tell what makes for an effective instructional delivery by a teacher, the original reason necessitating such supervision in the first instance. Instructional supervision deals with the specification for management of curriculum and instruction, supervision of classroom, instruction, monitoring and evaluating students' progress and achievement, promoting and enhancing learning environment, establishing and supporting continuous assessment, staff development, purchase of instructional materials (Iroegbu & Etudor-Eyo, 2016). The details given above really seem to mean that every

other task apart from the actual process of instructional delivery which is the responsibility of the teachers starts and ends on the table of the principal who does the managerial duties using appropriate managerial skills.

Managerial skills are required if effectiveness would be observed in the daily school transactions. The other issues worthy of mention for the need of principals was the fact it became important for performance in teaching and learning to be measured each time a teacher enters or leaves the class, pupils relationship, academic achievements, manipulation and maintenance of facilities and even school community relationship was very important also, so it is quite obvious that a principal who does not have adequate managerial skills would mess-up these whole responsibilities of galvanizing the school and schooling process.

Managerial skills are tools in intangible forms that a manager needs to achieve set goals by an organization and also increase its productivity (Hartzel, 2018). Managerial skills are vital because they are the tools required for the accomplishment of organizational goals. Thus, for a principal, these tools are vital to him/her to allow for meeting the goals of the school. Managerial skills are competencies that a person develops from knowledge and experience, and would have to deploy accordingly, therefore, it means that it does not just happen to people (Sutevski, 2009). These skills come in different forms as technical, human and/or conceptual skills, project management skills, time management skills, conflict management skills, stress management skills, decision-making skill, team management skill change management skills, office management skills, self-management skills etc.

Principals are usually influenced by the degree of firmness and flexibility that he/she is able to exercise in carrying out their daily duties in order for them to bring about the required changes that the school system needs and it is this kind of competence possessed by the principal that determines the response of the followers (Willis, 2017). Though, these researches have attempted studies in areas related to the stated areas it has become imperative to specifically do a review of the relationship between the various types of managerial skills and effective instructional supervision. Therefore, this study, managerial skills: tool for effective instructional supervision in secondary schools in rivers state.

Conceptual Framework: Managerial Skills

According Dewangan (2018) managerial skills was described as the ability and capability of the head of an organization to be equipped with the needed skills for him/her to carry on with the day to day management of the organization.. While Akrani (2011) sees managerial skills as all necessary skills that a manager of a business needs in order to carry out management. These definition seems to be much more general as specific skills are not assigned to what skills a manager (principal) should possess. Therefore, room is created ahead of time for innovation practices to be built into the daily routine work of a school principal in order for the best of him/her to be brought out and also for the best results to be obtained from the setting.

The job of a school principal who in this case is the manager of the school is enormous as he is expected to galvanize every action and in action of a school system. It is very possible that the

school principal needs to bring out the best in himself in order to do a thorough job of prosecuting every assignment in a school system from the beginning of each term to another and from one session to another. Hence, it begins to be clearer that only one type of skill will not be able to do all the work required of a school principal's routine job, thus, many types of managerial skills will be needed to handle his/her assignment effectively and efficiently. There are so many types of managerial skills among which include conceptual human, technical decision, team skill, problem solving skill, organizing skill, planning skill, communication skill etc. (MM, 2019).

However, Katz (n.d.) believes that there are particularly three types of managerial skills which include technical skills, conceptual skills and human relation skills and that every other type of skills are offshoot of any of them already mentioned. The perception that could come out of this assertion is that it is believed that these skills each are thought to have emanated from the three domains of human learning, that is, the cognitive, affective and psychomotor domains.

Cognitive domain deals with mental processes that may involve calculating, reasoning, thinking, remembering, forgetting, directing, etc. (Eze, 1999). Quavilon (2018) who expanded the Blooms taxonomy describes the cognitive domain as the point where acquisition, retention of knowledge and the use of knowledge takes effect. The cognitive domain represents what is usually expected from an academic or intellectual participation. The affective domain is concerned with attitudes, value and emotion (ESU, 2016). This domain is much more concerned with perception, feelings, reaction and the philosophy imposed on a state of affairs. It is in a hierarchical order according to (Wikiversity, 2018) as receiving responding, valuing, organization and characterization. Psychomotor domain has the feature of progressive and incremental behavioral change as a result of observation, imitation, practice and mastery in skills. According Mac-Sincero (2011), this domain of learning is concerned with the use of motor skills and co-ordination in an orderly manner. This tells us that it is given to the manipulative ability of a learner. The capacity of a learner to pursue the use of his/her body parts tactically and skillfully to carrying an assignment could be perceived in this direction. It is said to graduate from perception, set (readiness), guided response, mechanism, complex overt response, adaptation and origination.

Conceptual Skills

These are competencies that enable a person to comprehend a multifaceted condition and be able to creatively and completely proffer solution to such (MAP, n.d). Sometimes it is just an innovative approach to solving the day to day problems of life by man. Here, when a school principal who sits in the seat of a manager is able to innovatively and practically solve problems associated with his duty roles, one could conclude that he has applied conceptual skills especially when the principal does this by cooking up ideas, strategies, takes decision and productively maximize resources under his/her care effectively and efficiently, then, it could be adjudged that he has applied conceptual skills. Conceptual skills are learnable, therefore, anybody who puts his/her mind to it as a manager (principal) can develop conceptual skills. Kulkarni (2015) describes the learning pattern to adopt as thinking carefully about a thing, doing analysis and coming up with the best acts that would produce the kind of results desire. It was further added that there are steps to attaining the conceptual skills that can produce results which include observation, identification of problems, training, studying, brain storming and being attached to a mentor.

Steps to the Acquisition of Conceptual Skills by a School Principal

1. **Observation:** Observe a leader in the way he/she analyzes a condition before taking action. A leader does not just jump into a prevailing situation to act but normally would see or hear it, then critically assess or evaluate it and then decide on what to do perhaps after outlining several solutions so that best of them all is picked to tackle the challenge at hand.
2. **Identification of Problem:** The most interesting part of a manager's (principal's) life in a school system is that of being able to identify a problem and to pursue it as it is. This process of identifying a problem is the first step to solving problems that are particularly difficult identify, so a school principal should be easily able to spot a problem in a school environment at all times.
3. **Training:** The principal of school should seize the opportunities for seminars, workshops, conferences and trainings that would allow him/her to join other people of same office position or thinking capacity in order to be part of a brainstorming session regularly, by being among other people, this person is likely to begin to sharpen his/her thinking and analysis skills needed for tackling the day to day duties of a school principal.
4. **Access to study materials and books:** The school principal should avail himself/herself of every opportunity for studying materials that would enhance creativity and innovativeness at workshop, this process allows principals to learn from what other people are doing or have done in some other places in the world.
5. **Discussion with other people:** The principal can also set up discussion sessions with his/her staff members or other people whom he/she believes can contribute meaningful ideas and concepts that can enhance what he/she does or is meant to do at duty post each time. The sharing of ideas would make him/her develop insights into things that if he/she were the only one thinking about such matters, it would be difficult to develop enough practical solution to the problem on hand.
6. **Mentorship:** The principal of a school could decide to find a mentor whom he/she thinks has occupied that kind of office in the past or has such practical knowledge and skills that could help him/her improve the duty post. At other times it may not necessarily be a physical mentor but one who has developed a video or even books written in that particular area of challenge where the principal has a need.

Other tool that can facilitate the development of conceptual skills may include drawings, flow charts, mind maps that could guide ones thinking process.

Technical Skills

Technical skills according Vyas (2017) could be regarded as those special and practical, knowledge of mechanical, scientific crafts and even in the area of arts. It means that these skills in question do not seem to be easily observable in people, or that those who possess such skills are few in number. It could also be meaning to convey that possessing a technical skill is an issue of giftedness even though some people may become technically inclined due to learning. Meyer (2018) also said that technical skills in computer technology are usually more associated with hard skills, they can easily be quantified and the level that stands those who possess them out is rare to find in people. Farley (2019) seem to differ from the last author above as he described technical skills as the knowing and expert practice required to carry out complicated responsibility, assignments and processes that are linked to computational, physical technology

and any other type of human endeavour. This description seem to take technical skills away from the idea of science and engineering to the place of being common to every endeavour of human pursuit as it is clear that even the art of writing as a skill may need some level of technicality to be brought in order to put up a good writing that would appeal to those in that field of human pursuit.

It was further added that technical skills needs the use of some kind of tools or instrument which may be hand held or not visible to the direct observation of the human eye. This why the knowledge aspect of the technical skills is not seen but what proceeds from the one who possessed such skills, thus, the result is like its product that can be observed.

How to Acquire Technical skills

Pavlina (2006) has said that there are so many different ways to acquire and embellish technical skills. These include:

1. **To Read Technical Books:** It was mentioned and discussed earlier that one of the approaches to acquiring skills is by reading a book in the area of need and interest. These days books could be obtained in shops or bought online whichever way, make sure the skills you desire to learn or learn more on is well articulated and documented in such a way that would allow you to understand what you read. Though they may be costly but the organization, editing, indexing could make-up for the said cost. Therefore, books could be very good sources of gaining and learning technical skills for anyone who so desire it. So the school principal as a manager could obtain and get his managerial skills that could differentiate him from others if he/she has access to books especially in a situation where that person does not have a physical mentor and even if the person does have, the books would strengthen what the mentor does with the mentee.
2. **Take a Free Online Course:** A free online course could make up for a technical gap one may desire to close. More often than not these online courses are stimulating and very much applicable to what one is taking them to do. Sometimes the quizzes, assignment are mentally challenging enough to enable the learner as much as one would need and to learn things that would be of need in the day to day living in the world (Bruce, 2013).
3. **Get Hands-on Experience:** Many times there are organizations and institutions of learning out there who are seeking out people who would want to volunteer to be part of their projects and assignment and if your desire is to learn or improve on your skills then go ahead and join them as a volunteer without expecting any form of payment or gratification in the end but to pursue the learning of skills that would help you get better in your skills. For a school principal volunteering his competencies and abilities would enable him to learn more skills that would make his job to be better, why not, it is worth it (Miller, 2016).
4. **Create Your Own Project:** Developing a project of your own could help a person learn more technical skills than his/her contemporaries (Miller, 2016). This would bring about the polishing of one's skills, though, it may take a toll on one's time, resource, energy and what have you but surely over time skills learning and improvement is guaranteed. Thus, if a school principal as a manager would go ahead and find areas of deficiencies and tries to pursue learning by doing by himself, yes, at the beginning the output may not be so

rewarding but in the end, there definitely will be things to look back and have a sight of receiving.

5. Analyze what you consume: It will be important that as one having need for technical skills development and creation that the information that one consumes are checked, that is, one should not clutter his mind and waste lots of time at a time when the most important thing to the person is technical skills. Hence, make sure that your thought is fixed on technical skill materials and reports, as the eye is fixed on that so will the mind too, thereby, encouraging the person to pursue all in all every steps that would let him or her get better at what is done. Therefore, this must become the daily pursuit of a school principals, so that at such time when technical skills is the need, every other time waster projects and assignments must be done away with (BN, n.d).

Human Relation Skills

Human relations became known as one factor that facilitates organizational advancement during the 1940s. In the 1900s no one thought of it as a single active factor for production since most of the effort as at the time where much more concerned with and giving credence to the conceptual and technical skills possessed by people especially because it was an era of manufacturing and production, so the people of that era did not see reasons for recognizing the place of human relation skills. However, human relation skills are hinged on the concepts of efficiency, motivation, team work and self-actualization (Fayols, n.d.). Human relations skills is used in pursuing some principles of management that are connected with how the management and institution effectively and efficiently run. The principles are:

Principle of Division of labour, principle of authority, principle of discipline. principle of unity of command, principle of unity of direction, principle of subordination of individual interests to general interests, principle of remuneration, principle of centralization, principle of scalar chain, principle of order, principle of equity, principle of stability, principle of initiative, principle of esprit de corps.

All these are means to addressing positive human relations in any working environment and wherever these principles are at work, then, that organization is sure of maximizing every available benefit to her. Also, there are other benefits of human relation skills that the principal of a school may possess (Seidal, 2019).

Project management skills

Project management skills is that required to be responsible for the whole success of a project by ensuring that the interaction between the various arms involved in managing the entire process is well utilized or maximized to the optimum (Udo & Koppensteiner, 2004). A project manager is expected to possess some skills or competencies which are vital to his routine assignment these are: knowledge, personal competence and performance competence. The knowledge competence required of a project manager is said to 42 in number as well as the experiences of the project manager. Personal competence as identified as achievement and action, helping and human

service, impact and influence managerial, cognitive, personnel effectiveness (PMI, 2002). While the performance aspect is based on the knowledge areas known to project management.

According to WRIKE (n.d.) project management skills are vital for every work life to apply for their practice. This project management skills in question include: planning, mapping out timeline, executing phases, creating, allocating, and managing the budget, communicating among all stakeholders, troubleshooting any issues, delivering services. Having listed these features as that of a project manager, then it is imperative that each characteristics required is discussed further.

1. Planning:

Adequate project management needs that effective planning that would lead to efficient execution be done. The manager, in this case, the school principal must capture the whole picture of what is expected to be done by delineating the scope of what is to be done, analyze required resources, for how long would it be, the financial involvement, develop a system for tasks accomplishment, relate it to the right people, create stage by stage implementation plan and when the project must be ready, do proper documentation of the happenings, do a back-up plan, outline follow-up and maintenance strategies. There should be further planning of the day to day implementation practice of what is expected to be done, so that things are prioritized based on need, making sure that members of a group that should carry out an assignment are duly informed and are at their place of duty whenever it is required and finally those to form the working group or teams must be the right set of persons who are supposed to be where they should be and skilled individuals should be allowed to function in position where they are at their best.

2. Leadership

The role performed by a project manager is more or less that of the vision for the team leader. It is expected that the vision for the assignment at hand be cast by him/her. This shall only be successful if the leader is able to borrow ideas from both stakeholders and the other group members who shall be those to actually execute projects on site. These ideas are priceless as they would make the project to go seamlessly without hitches. Some things that may come in for consideration here could be: time, tools, interpersonal relationships and other resources that would facilitate the completion of the assignment at hand.

3. Communication

There can never be good leadership perhaps good project management situation without acceptable communication skills because that is what is needed to prosecute every other thing that will be needed on a project. Effective communication is essential for the success of any project. There has to be a smooth communication among and between parties that are carrying out the project. There has to be information on what is going on or where they are with the project, where they are on it, required charges, potential or already teething issues. This would allow for regular touch on the issues on ground. Also neckwear is the fact that the manager must

be able to speak and write clearly and concisely in order to bridge whatever gap that may be seen or noticeable at that point in time.

4. Risk Management

The world has never been a perfect place, there will always be hitches here and there, so delivering any project in a hitch free situation is already ruled out of the daily living or execution of projects, therefore, allowances must be created to accommodate any challenge or difficulty whatsoever that may be observed. This also means that the project manager must be a foresighted person who could perceive or predict a possible situation of things not working according to plan or hoping that the unexpected may happen at any time, hence, the need for flexibility in planning, this also, all people that are involved in the project must be carried along on what is happening, how it is being managed, the prevention and even what should be expected as an outcome of the scenario that is ongoing. Other things that could be done to ensure a firm grip on the project include to: set firm goals/objectives, set yourself up for success, understand the concept of minimum viable product or minimum work to produce result, examine the current output, ask for feedback, boost morale of others, be clear on accountability, address challenges early, always debrief others, find out and acknowledge your strength and weakness (Wormly, 2016).

Time Management Skills

Time management skills is the way one plans and organizes his time on how to attend to specific/particular or given tasks (Mind Tools, n.d.). Specifically, it is how time is organized around tasks that have been slated out to be done. So the time given for and the time used for accomplishing a certain task fall in this category. For (ICG, 2019) time management is seen as variegated skill types needed to bring a project to completion. Some of the said skills are: organization, prioritizing, goal setting, communication, planning, delegating, stress-management. The observation of the researcher is that each of these skills dove-tails to the next, this is actually different to differentiate the characteristics of one from another. Since time management is a technique applied to the use of time that a manager (school principals) is inclined to, then time is professionally planned around the tasks and functions he/she has at hand in order to be able to productively perform both important and urgent functions.

Decision Making Skills

Decision making is an act and an art of deciding between two or many more choices of an action to take (SYN, 2011). This statement presents an information that makes the act of decision making to decide between failure and success or between performance and peak performance. It is also presented like an act as that would require a design to do. This means that decision making skill is not a one step process but that which requires a lot of processes put together to achieve an aim. Furthermore, decision making skills is said to be either an intuitive or rational process or a pack of the two put together. Intuition is a pack of your past experience and personal values. This is a combination of what you know and how you do your value judgment over an issue, situation or things. Though, sometimes, this may not be based on reality, therefore, could be influenced by over environment or immaturity, this likely would lead to failure but if borne out of a healthy situation, then, it is likely that it would produce the required kind of result.

According to Hussung (2017), there are seven (7) steps to making an effective decision. These steps are: identification of decision, gathering of information or data, identification of alternatives, determining the facts, making choice among alternatives, act on it and review your decision. But (Pai, 2017) also has some stated as what would lead to an effective decision but instead of what was stated earlier, this time it is only five (5) steps which are: begin with the desired analysis, replicate result and trust your intuition. Though, Hussung's approach seems to be very methodical, however, Pai's approach seems to be much more research oriented and scientific than the former one.

Team Management Skills

Team management is the ability of a person or an establishment to administratively harness the potentials of a group of people in order for them to perform effectively what they are expected to perform. Team management is made up of elements such as teamwork, communication, objective setting and performance check. The team is usually expected to identify problems and find ways to solve such problems (Junega, 2015). For an effective team management, that is proactive to take place, the team manager in this case, the school principal should be a man of the following qualities:

1. Be a mentor not a boss.
2. Allow all members to willingly participate in the team discussions.
3. All members should get all the information passed and should also have easy access to the leader.
4. No outsider should hear what the team is working on or has discussed.

Furthermore, (Nutcache, 2019) says it is vital to say that there are some tools needed for effective team management which may include: delegation, motivation, development, communication, discipline etc.

1. Delegation: Effective team management requires that the manager as a sign of humility knows that he will never be able to do all things, thus, he needs to believe in his team members enough on whatever responsibilities they may be given to do.
2. Motivation: The motivation of a team is a key ingredient in ensuring that a team succeeds especially if the team members are not in one location. The team members just need encouragement, affirmation and reminder to make them have faith in themselves and that they could achieve whatever they may desire.
3. Development: The people that make up a team come from different parts of the world and based on that their background surely will be different and unique to each and even their skills will never be the same. The team manager has the assignment of training and developing them to such that he want, hence, challenging and tasking assignment can only be given to the extent the people have been developed. Also the feedback from their performances sets the tune for the next line of development.
4. Communication: It is a very important skill that a manager needs to learn in order to facilitate the team and enhance the team's capacity. The skills for holding effective meeting and having brainstorming sessions is relevant. The manager must be an active listener and use the best communication style that suites the team must always be properly considered.

5. Discipline: The school principal's major responsibility is on managing discipline. Conflict is bound to arise from time to time especially because every member of a team has his or her own belief system, attitude, value placement among others. But there must be a common ground where every member of a team must be compatible or agree. Always resolve every issue on ground before the next day because each day comes with its own challenges. Members must go away feeling satisfied not resentful and bitter.

Self-Management Skills

According to Study.com (2016) self-management skills are those characteristics that help an employee to feel free and be able to produce better in his/her work. The skills associated with self-management skills are: problem solving, resisting stress, communicating clearly, time management, good memory, personal exercise etc. This means that the issues of initiative, organization and accountability must be properly considered. Initiative is being able to work without being told to do. That is, to work based on one's own drive to do so. Acharyya (2017) has gone ahead to mention seven (7) self-management skills as that could help a principal

1. Stress management, 2. Time management, 3. Organizing skills, 4. Problem solving skills
5. Decision making skills, 6. Confidence, 7. Self-protection skills

Again, Linmean (2012) had discussed some factors of self-management skills to include: communication, physical activity and also listed some steps that are required to be taken for self-management purpose as:

1. Have a-to-do list
2. Prioritize your assignments
3. Schedule your assignments
4. Apply flexibility principle

Instructional Supervision

Supervision of instruction began in New England, as a process of inspecting school using external hands where some locals were appointed to carry out the responsibility on having a third party oversee what happens during teaching and learning. However, the current formal instructional supervision became a full practice in the 1830s as a result of population growth in the school system. At the beginning superintendents carried out this responsibility of overseeing what teachers did with the prescription of the curriculum but due to increase in the number of schools it became necessary to delegate the job to school principals. As time went on, clinical supervision was introduced where objectives and scientific classroom observation took over including collegial coaching, rational planning and flexible inquiry (Strarrat, n.d). Later in 1998, the above author advocated for the creation of supervisory system with multiple processes where summative evaluation was included.

Specific Responsibilities Principals as Supervisor in a school

1. Principals supervises teachers and monitor works of counselors, libraries, health personal, secretaries, custodians, bus drivers and other staff.
2. They supervise the work and the behaviour of students in schools.
3. They mentor and make provision for mentoring beginning teachers.
4. Bring each teacher up to the required standard for effective teaching.
5. Raising each teacher's competencies.
6. Working with teacher groups to raise their effort for helping students to learn.
7. Comparing teacher competencies to increase their capabilities.

Kashyap (n.d) described five types of instructional supervision in education. These are: inspection, absolute freedom, compulsion type, training and democratic leadership.

1. **Inspection:** It was the foremost type of supervision that came into existence where classes where to be inspected by inspecting officers. This was then handled by the head-master or school inspector, it kept the teacher doing his duties when he was supposed to do so. It forces the teacher to be adequately prepared to deliver good teaching in the classroom. Those teachers who default are penalized while devoted teachers get reward. Though, this practice is the oldest, it is still being used in most countries of the world today.
2. **Absolute Freedom:** This type of instructional supervision allows the teacher the freewill to carry out teaching in the way he/she feels best for the lesson at hand for the learners. There are no rules etched in stones here, or the use of the most appropriate method of teaching. This gives the teacher all the authority he would like to exercise, hence, it is not a method of supervision for the age we are in.
3. **Compulsion Type:** The inspectors here exercise autocratic practices. The teachers here are expected to observe rules, guidelines and find an appropriate method for teaching a particular class according to how the inspection team would want it. This makes the teacher to loss his freedom, dignity and originality. As a result of this, the teacher may become afraid, frustrated and not be fully passionate and part of the lesson to be given to the learners. Leading to misunderstanding in human relations.
4. **Training and Direction:** The supervision is centered on how the learners can benefit more from the teaching – learning process, making it sure that teachers receive in-service training regularly as the need may arise depending on the late teaching method that could bring out the best in the learners. This develops interest, self-confidence and creativity among the teaching crew.
5. **Democratic Leadership:** This point to the fact that teaching is the job of one and all who are directly or indirectly connected to the process. So everyone participates in ensuring that the best result is produced in the learner by helping the teachers through suggestions, advice, problems solving arising from teaching and learning processes.

Necessary Pursuit of Instructional Supervision in Secondary Schools in Rivers State

According to Ogunsenyu in Mohammed, Yusuf, Mbitsa (2015):

- a. Determine the performance of teacher whether for transfer, promotion, retention or dismissal.
- b. Determine the improvement of incompetent teachers.
- c. Find out faults or qualities of teachers in school.

- d. Produce guide for teacher's development.
- e. Determine the effectiveness of classroom management by members of staff.
- f. Find out what the school intends to achieve.
- g. Find out the needs of the school especially the urgent ones.

Conclusion

This discourse has revealed that managerial skills has a large space to occupy in the daily activities and transaction of school business particularly by the school principal who must ensure that the he brings to bear the factors that make up managerial skills and for emphasis leadership ability that is needed for the fulfillment of the school objectives.

Recommendations

The following are the suggestions supporting this study:

1. The school principal should give himself to adequate training that would encourage him to satisfy the demands of his office through personal development programmes
2. The principal must see his school which is the primary place of assignment as a ground for action research and the implementation of findings that would lead to higher productivity
3. The school principal should employ enough of corporation and motivation as well as mentorship skills in order to endear his subordinates to him
4. The principal should attend conferences and workshops organized for people in his category in order to share and network among contemporaries for better results.
5. The application of clinical supervision skills by the principal would enhance his capacity and build his teachers up to support him more.

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