

## INTERNAL SUPERVISION: A TOOL FOR TEACHERS' EFFECTIVENESS IN SENIOR SECONDARY SCHOOLS, NIGERIA

By

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### Abstract

It is an undisputable fact that Nigerian educational system in general and secondary schools in particular are faced with problem of supervisions and this has direct effect on its products. The study examines the concept and purpose of internal supervision, techniques of internal supervision, and makes of distinctions between supervision and inspection. Furthermore, concept of teachers' effectiveness and challenges of international supervision were critically examined. The challenges include employment of unqualified and untrained persons for quality control, resulting in low-quality output and insufficiency of the resources and minimal amounts required for inspection among others. The study concludes that internal supervision enhances teachers' classroom instruction, their level of subject-matter expertise, and their professional growth as teachers. Therefore, it is suggested that the principal as internal supervisor should pay regular visit to the teachers when the teaching is ongoing and offer professional support and suggestions on how they can improve in their carrier.

**Keywords:** Internal Supervision, Teachers' Effectiveness, Senior Secondary Schools

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### Introduction

Any organization, be it social, economic, political or educational is set up to achieve some set of predetermined goals which can only be achieved through effective supervision by the head of such organization. Therefore, supervision as an integral part of educational system is an inevitable aspect of school administration and thus, it is regarded as life wire and nervous system of the school organization without which educational institution cannot operate successfully. Alabi (2023) asserted that the success or failure of educational system especially at the secondary school level to a larger extent depends on the efficacy of the school administrators specifically the principals who prudently plan, coordinate and utilize other resources towards enhancing academic excellence in the school. Principals as school administrators remain the source of school leadership in the management of teaching and non-teaching staff, students, facilities and relevant educational stakeholders to ensure the effectiveness of the school system.

Supervision is a vital tool of school administration, which is democratic in nature with emphasis on improving classroom instructions for the betterment of students. Supervision is the development of an authentic and mutual relationship between teachers and supervisors with soul aim of assisting the teachers in professional improvement. The emphasis is on helping the teacher to do a better job of teaching the children to learn more (Uzodinma et al., 2022). Supervision as a result of its significance in the educational system, has become essential and unavoidable in recent times with the purpose of making teaching and learning better for the

learners and teachers, meanwhile, internal supervision deal with set of activities which are carried out by the supervisors with the basic aim of sensitizing, mobilizing and motivating staff in the school towards performing their duties optimally in terms of achievement of the stated goals of educational system.

The goal of supervision is to provide teachers and students with professional help and guidance that is actually focused on accomplishing effective teaching and learning in the classroom (Osuji & Uriri, 2022). The portion of school administration known as supervision is responsible for ensuring that the educational system's goals are met. Jacob and Solomon (2021) opined that supervision is a specialized technical service that is largely focused on analyzing and enhancing student growth and learning. Additionally, the group of activities created to enhance the teaching-learning process can be referred to as supervision. In Nigeria, there has been debate on the proper form of supervision. Jacob and Solomon (2021) believed that in-school supervision is an internal process (micro-inspection). The process of supervision involves establishing plans in advance to alter behavior in order to enhance learning. According to him, behavior can include that of administrators, counsellors, supervisors, and pupils (Okekeuche & Nwafor, 2020).

There are two major types of supervision: internal supervision and external supervision. Thus, this paper focuses mainly on the significant of the internal supervision on the teachers' effectiveness in public senior secondary schools in kwara state. According to Ogunode (2020), internal supervision refers to oversight provided by institutional heads within the various institutions, whilst external oversight is handled by local, district, regional, or national offices. When it comes to the day-to-day management and supervision of the school, the school head or principle, as it is known in the modern public school system, is in charge. On the other hand, Jacob and Solomon (2021) pointed out that internal supervision covers all of the tasks completed by teachers and school administrators to improve teaching and learning. Internal supervision is any sort of supervision that occurs within the walls of the institution. This kind of supervision is carried out by principals, teachers, and students.

Additionally, one of the most crucial tasks a teacher performs in the classroom is instructing students (Ojo, 2019). Academically, the success of teaching depends on instructors' careful planning in terms of adequate preparation, supply, and availability of tools and instructional materials. In accordance with this, teaching is an art, and the effectiveness of instruction is directly related to the teacher's passion for and devotion to the material being taught. It is the art of influencing knowledge with the intention of educating the audience to improve the lives of individuals in society (Ajadi & Kayode, 2022). The teacher is the key player in the educational process who organizes, designs, directs, inspires, and motivates students through efficient teaching methods (Okolie et al., 2023).

Effective teaching cannot be fully accomplished without the use of instructional supervisors because they encourage more direct and efficient communication between the instructor and the students. According to Oyekan (2018), the following items are frequently used by teachers as instructional tools in their lessons. They are cardboard pieces that show various teaching and learning activities in the context of a classroom, others are text books, black/white board,

projector and screen. The following were emphasized as reasons for the value of employing instructional resources in the classroom, including how it lessens teacher anxiety and worry of potential learning obstacles for students. The ability of the students to respond to the questions is also helpful to the teacher in receiving good feedback from them during assessments (Ajadi & Kayode, 2022).

### **Concept of Supervision**

According to current educational theory, supervision refers to all activities that are essential to the smooth running of a school system as a whole which includes all tasks and functions. While also serving as a support structure, supervision places a strong emphasis on the growth of both teachers and students throughout the teaching and learning process. The word "supervision" is somewhat vague. According to their fields of study, scholars, managers, administrators, and various organizations have given it various definitions. Adam (2023) said that the word "supervision" is derived from the verb "super vide," which means to watch over. Supervision is the study and cooperative improvement of all aspects that influence a child's growth and development. It is every effort made by appointed school officials to guide teachers and other educational staff in enhancing instruction. It is also the process of enhancing the entire educational setting in order to improve student learning. Bearing in mind that the ultimate purpose of supervision in school is the improvement of pupil learning, but its immediate focus is on the teachers and educational industry as a whole.

In the world of business, supervision refers to a specialized service that is based on generally acknowledged principles and a planned strategy for an institution's development (Adene, 2019). Supervision is the technique of fostering growth and raising teachers' administrative and academic performance. It is intended to be a task of enhancing instruction through routine observation and teacher in-service training. In other words, it is giving instructors professional support so they can become more knowledgeable and proficient in their own fields of expertise (Edo & David, 2019). The goal of supervision is to inspire people to work more effectively or productively. Supervision is a set of actions taken to improve teaching and learning for students, whereas personnel supervision is a set of actions taken by the supervisor with the primary goal of sensitizing, mobilizing, and inspiring staff members to carry out their responsibilities in the school in the best possible way in order to achieve the stated goals of the educational system.

### **Concept of Internal Supervision**

According to Edo and David (2019), the technique of fostering growth and raising teachers' administrative and academic performance is known as internal supervision. It is intended to be a task of enhancing activities through routine observation and teacher in-service training. In other words, it is giving instructors professional support so they can become more knowledgeable and proficient in their own fields of expertise. On this point, principals are responsible for supervising, directing, and coordinating teachers' educational activities in accordance with their code of conduct. Yeng et al. (2022) asserted that internal supervision has evolved into a genuine tool for evaluating teachers' work performance in response to criticism of the quality of education and as a gauge of progress on the apparent downward trend in educational accomplishment. Ateb (2021) asserted that supervision in school is thus a

combination or integration of many processes, procedures and conditions that are deliberately designed with the sole aim of advancing the work effectiveness of teachers and other personnel involved in the schooling process.

As a supervisor, the principal offers teachers specialized advice to help them become more proficient in their specialized fields. This support is particularly evident in the areas of lesson planning or taking notes before to delivery, making effective use of instructional resources, maintaining school records, enforcing rules, cultivating positive interpersonal relationships, and managing classrooms. If all of these factors are correctly managed and coordinated through ongoing feedback, they frequently give the academic accomplishment a clear emphasis and direction (Osuji & Uriri, 2022). When teachers are not present in the classroom, prefects and class leaders occasionally make sure that the duties given to the students are completed. Since students interact with their teachers more frequently than any other supervisors on every day, teacher supervision of students' work is crucial for improving student accomplishment (Jacob & Solomon, 2021).

Effective teachers are those who achieved the aims and objective of education at large. Increasing teachers' capacity to perform their obligations as educators is the aim of supervision. A teacher's teaching methodology is made up of a system of interconnected components called objectives, materials, strategies, models, methods, tools, and evaluations (Yahaya & Bolaji, 2023). The goal of supervision is to enhance the effectiveness of teachers' instruction and produce the best learning outcomes. These angles can be used to evaluate the effectiveness of a teacher's instructional strategy. The teaching goals should be clearly stated, supported by solid content, and come with the proper materials and instruments. The educational process should employ efficient models and methodologies as well as appropriate assessments (Yahaya & Bolaji, 2023).

Additionally, Ivagher (2021) noted that internal supervision holds a special place in the entire educational system, so it is imperative that we give it the spotlight. Internal supervision is understood in modern Nigeria as a process that improves curriculum, teaching methods, and teacher professional development through democratic interactions between the teacher and the supervisor. Yeng et al. (2022) opined that internal supervision in the modern era is focused on enhancing the teaching-learning environment to the benefit of both teachers and students, assists in identifying teachers' areas of strength and weakness, and encourages follow-up activities aimed at addressing those weaknesses. It also recognizes teachers and fosters a friendly working environment based on positive human interactions.

### **Qualities of a Good Internal Supervisor**

A supervisor could also be the principal of a school, or a senior member of staff of a school (Guchi, 2019). However, supervision in a school system implies the process of ensuring that policies, principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives for education are effectively carried out. Edo and David (2019) stated that a supervisor is a person in a position of power or leadership who has the knowledge and skills to exert control and steer others toward desirable goals while balancing the use of curriculum approaches and other educational issues. A supervisor is a person formally assigned

to the school to engage with teachers in order to enhance the standard of student teaching and learning. According to Adeoye (2022), good instructors and counsellors have many traits with good internal supervisors it seems they are sincere, open, flexible, and sensitive.

They regard their supervisees as individuals and as budding professionals, and they are considerate of the supervisees' individual distinctions (such as gender, race, and ethnicity). They frequently and clearly indicate that they are supervising the counsellor's performance because they are at ease with the authority and evaluative responsibilities that come with the supervisory job. Even yet, effective supervisors show their dedication to the supervision enterprise by preparing for and participating in supervision sessions. They also are committed to assisting the counsellor in growing (Adeoye, 2022). These supervisors demonstrate good intellectual functioning, a clear understanding of their own supervisory abilities and limitations, and the ability to recognize how one's personality and interpersonal style may influence how supervision is carried out.

### **Purpose of Internal Supervision**

In the study of Edo and David (2019) internal supervision tries to foster growth, interaction, error-free problem solving, and commitment. The goal of internal supervision is formative, nonetheless, as it relates to ongoing development and diverse strategies that let teachers gain knowledge by examining and illuminating classroom practices. Al-Kiyumi and Hammad (2019) affirmed that most teachers are capable and intelligent enough to develop the right teaching performance when there are effective mentorship processes, which is consistent with the need for supervision. Ngole and Mkulu (2021) claimed that the internal supervision of schools entails all actions taken by school administrators to guide teachers and other educational professionals in enhancing instruction. Ateb et al. (2021) opined that stimulation of professional growth and development of teachers, selection and revision of educational objectives, materials of instruction, methods of teaching; and the evaluation of instruction are the concern of competent and professional supervisor. Supervision of instruction is an important aspect of school administration that pays attention on the achievement of appropriate instructional expectations of the educational system.

Nwankwo et al. (2019) maintains that supervision is the process of supporting, assisting, directing, stimulating and motivating teachers for effective teaching and learning process in educational institutions. Internal supervision is an act of monitoring the performances of school staff, with keen interest of observing both advantages and disadvantages and using befitting and amicable techniques to ameliorate the errors while still improving on the advantages, thereby improving the standard of schools and achieving educational objectives. The main goal of internal supervision is to enhance classroom instruction and student development. The notion that a teacher's instructional behavior influences students' learning is a fundamental tenet of internal supervision. Teaching and learning can be improved by looking at instructional behaviors. Furthermore, other specific purposes of internal supervision according to Ngole and Mkulu (2021) may include the following:

1. to recognize that educators are unique people with unique needs and interests,

2. to take into account that, when combined, a desire to learn and reflective practice serve as models and the foundation for personal perception and understanding,
3. to promote personal development through professional dialogue and reflective practice,
4. to allow time and encouragement for development and transformation,
5. to promote professional development that is started on one's own,
6. to create a learning environment that values teamwork, communication, and collaboration in order to produce a welcoming setting that promotes professional development, and
7. to state that it is everyone's duty as a Faculty member to advance professionally.

### **Techniques of Supervision**

Peretomode (2020) stated that a skilled supervisor can use a variety of tactics to influence teachers' behavior in a way that will lead to good teaching. The following are some of these techniques:

1. Classroom Observation: this simply involves live observation of teachers while caring out teaching in the classroom by the supervisor.
2. Teacher Visitation: this is a situation where a teacher pays visit another teacher in class when caring out teaching with the main purpose of gaining ideas and experiences. This is particularly good for newly recruited teachers with little or no teaching experience.
3. Demonstration: this involves the presentation of a pre-arranged series of teaching events to a group for their viewing.
4. Workshops: this is a process by which a small group of people (teachers) are organized to discuss some specific topic(s) or work on a common problem with mind of finding solutions to such problem.
5. Micro-teaching: this is a teaching process that scaled down in term of time, class size and complexity so as to make tutors focuses on a particular teaching techniques.
6. Listening to recording, watching videos, YouTube on how to teach well so as to enhance better performances
7. Research: this involves a process of finding solutions to some identified problems in teaching through collection and analysis of data and make recommendations.

### **Distinction between Supervision and Inspection**

Considering the functional similarities, Lawal (2021) asserted that supervision and inspection are administrative tasks aimed at effectively achieving organizational objectives. Both serve as instruments for coordinating instructional activities, with their main goal being to increase productivity. Although the phrases "supervision" and "inspection" are frequently used interchangeably, they actually refer to two different notions in terms of the nature and extent of the jobs they do. While inspection is carried out specifically to make sure that minimum standards are upheld in the fundamental activities of teaching and learning, supervision is carried out to achieve improvements in instruction, the resolution of school constraints, the maintenance of super-ordinate subordinate cooperation, professionalism and staff autonomy, and the achievement of intrinsic motivation. Regarding the provision of resources, the upkeep of discipline, and the management of required records and accounting are pertinent.

As stated by Lawal (2021), internal supervision offers opportunity to learn about the difficulties the school faces and the degree of success attained in achieving educational objectives. When the educational system is too large and stakeholders are free to act do whatever they choose, education quality suffers. The laissez faire supervisory approach does not improve the standard of instruction in secondary schools since most people will not act appropriately at the appropriate time in the absence of an authority that specifies what must be done and effectively oversees them on the job. The objectives of secondary education are considerably more easily attained when secondary schools' monitoring is improved. As the cry of degeneracy in the educational sector is currently heard throughout the federation, this becomes more urgent and important.

### **Challenges of Internal Supervision**

The UNESCO has succinctly characterized the challenges and issues facing supervision as teachers and education supervisors fall under this group.

- a) Use of officers/personnel in multiple disciplines or duties outside their ability
- b) Employment of unqualified and untrained persons for quality control, resulting in low-quality output;
- c) A lack of tools, supplies, equipment, literature, transportation for inspectors and supervisors, and stationery for institutions;
- d) A lack of fundamental training or orientation and a lack of contact with or connection to an experienced officer;
- d) Lack or insufficiency of the resources and minimal amounts required for inspection;
- e) Gross over-enrollment in schools and classes, creating over-sized institutions that make it impossible for effective management, sound teaching and learning, among other things.
- f) Lack of implementation of reports and recommendations, derogating from their critical importance for quality, and a decline in the quality of such reports.

### **Theoretical Framework: Human Relation Theory**

The study is anchored on neo-classical or human relations theory which emphasis o the incorporation of human aspect in the organization to enhance productivity and achieve the set goal.. According to this idea, the importance of the human element is given top priority, and the organization is viewed as a task best performed by a group effort (Adamu, 2018). The theoretical model supports the social and psychological aspects of individuals' behaviors in the organizational structure rather than the mechanistic view of the organization (school).

Human relations theory promotes the idea that management is a network of social connections that ushered in the human aspect of organization by incorporating their needs, welfare and philosophy towards achieving the set goal. The theory was developed by Elton Mayo and subsequently worked upon by Chester Bernard and Henry Fayol. The application of human relation theory to educational industry was firstly used by Marry Parker Folletas against the position of the traditional method of organizational analysis. This method's theoretical beliefs emphasize the formal structure of the organization and downplay the importance of the function of the human elements in the organization. According to proponents of this philosophy,

management should be centered around human relations. According to Adamu (2018) social psychology has a solution to the management dilemma. The theory is credited to the Australia-born psychologist and philosopher, Elton Mayo, who was interested in what played out between workers' behaviours and the production capacity, with consideration of "physiological, physical, economic, social and psychological aspects. Mayo describes this as a "clinical method (Adamu, 2018).

The following neo-classical or human relations theory beliefs are regarded as the conclusions or recommendations drawn from the Hawthorne:

- i. Employee morale and productivity are influenced by social and psychological elements at work, not by the physical environment.
- ii. Organization is a social system.
- iii. Non-monetary incentives and penalties have a big impact on how the workers act, feel, and produce.
- iv. Workers are social animals, not inert beings or distant, unrelated persons.
- v. A division of labor based solely on specialization may not be the most effective strategy.
- vi. Workers frequently form informal organizations (small social groupings). These groups establish the manufacturing standards and behavioral tendencies.
- vii. Rather than responding as individuals to management, employees respond as members of their informal work groups.

The relevance of this theory is predicated on the idea that if the government and principals of the schools take into consideration all the factors that can motivate teachers, especially the non-economic (the human relation factors), they will be able to achieve their desired goals (students' outstanding academic performance through teachers' effectiveness). Through the government-designed policies, this might become a reality. This action will promote teachers' efficacy. The same goes for teachers, who must utilize all means at their disposal to pique and maintain students' interest in learning in order to improve their academic performance through efficient internal monitoring (Adamu, 2018).

### **Concept of Teachers' Effectiveness**

In the academic setting, particularly in senior secondary schools, teachers' effectiveness is an important criterion to take into account when evaluating students' academic performance. The managers of secondary schools must ensure that teachers are effective if they want the planned outcomes of the schools to come to pass. According to Chetty et al. (2019), teachers' teaching methods significantly affect how well their students learn. It is impossible to overstate the importance of teachers' performance in the educational system of schools. Therefore, it is possible to think of a teacher's effectiveness as the successful culmination of all of the strategies they have used to foster positive learning in their pupils, all of which have resulted in the students' consistently remarkable academic achievement over time. Teachers' compliance with a system that is in line with the school's curriculum is one approach to assess their success. The exceptional performance of kids is likely to be improved by teachers who follow this observation. The technique may not produce a positive result if the opposite is true.

Chetty et al. (2019) believed that the performances of teachers reveal how effective they are. Because of this, how well the school is run and how well its teachers perform in their roles is directly related to both. The productivity of teachers is a physical representation of their effectiveness since the more effective they are, the more productive they will be. The overall quality of how well teachers complete their given tasks demonstrates their effectiveness. This significantly affects how well pupils do. Teacher productivity is attained through dedication along with other factors like subject matter expertise, punctuality, preparation of effective lesson plans, methodology, a positive personality, effective classroom management, time management, effective teaching techniques, effective utilization of instructional materials, reinforcement, and others. When instructors are effective, they provide an environment where children can prosper and the school can be proud of itself.

Abioye and Akintayo (2017) agreed with the Federal Republic through the National Policy on Education which states that "no education can rise above the level of her teachers," thus, recognizing the importance of teachers in the effort to maintain a high standard of education. The aforementioned impacts of teachers' job performance on students and society (Ajetunmobi et al., 2020). By inference, if the teachers are effective, children can accomplish well academically. Therefore, it can be concluded that if pupils do not perform well academically, the breakdown of the educational system has been caused by teachers' inability to meet expectations. In the teaching field, innovation is constantly needed. Of all occupations, teaching is undoubtedly the most honorable. In addition to their six hours of instruction time, teachers typically set aside two hours each day for tasks connected to teaching, such as creating lesson plans, work schedules, instructional materials, assessment tools, and other tasks.

Hasbay and Altidang (2018) conceptualized effectiveness in terms of work quality, arguing that it is a reflection of having the necessary credentials in the sector, and that effectiveness is inextricably linked to having the qualities of modern living. It is further suggested that a worker (in this case, a teacher) who lacks these requirements will likely be ineffective and inefficient. Using this conceptualization model, it is evident that ineffectiveness is a sign of teacher unsuitability because it is a significant productivity-influencing factor.

### **Internal Supervision as Tool for Teachers' Effectiveness in Nigerian Secondary Schools**

Internal supervision exists nearly everywhere. Its roots can be seen in the early days of public education, when developing nations employed education to create a unified language and culture. A vital instrument for ensuring that all education personnel adhered to the same policies and procedures and followed a common curriculum was supervision (Sari, 2019). When a teacher perceives themselves as developing in nature rather than just imparting knowledge in a parrot fashion, they are fulfilling their duty (Ngole & Mkulu, 2021). One of the jobs a teacher must complete is providing direct support to specific students by assisting them in understanding the lessons. The instructor must help the students grow through group projects and conversations. An improvement in the academic performance of the kids is the result of all of these efforts (Ngole et al., 2021).

In order to prepare students for maturity and society membership, educational institutions' main goal is to teach and train students in the necessary skills, values, and societal norms. Teachers' effectiveness and efficiency are necessary for the achievement of these goals. Frequently, teachers make or break a school. The pupils' performance and learning results will be impacted if the teachers are mostly ineffective or incompetent. The effectiveness of a teacher in their job depends on a number of variables, from the availability of acceptable facilities, compensation, appropriate qualifications, and the existence of fundamental skills to the standard of instructional supervision provided by the principal. There is therefore a need for internal supervision in order to improve educational quality and classroom performance as well as lessen the challenges teachers experience in their careers. Internal supervision, which aims to create a secure and private setting for staff to reflect on and discuss their work and their personal and professional responses to it, is thought to increase teachers' professional performance. The emphasis is on assisting staff in growing personally and professionally and in reflecting on their work in order to improve effectiveness.

There are a few reasons why internal supervision is effective in improving teachers' effectiveness. The reasons are:

1. It provides teachers with feedback on their teaching practices. This feedback can help teachers identify areas where they can improve, and make changes to their teaching to improve student learning.
2. Internal supervision helps teachers to develop new teaching skills and knowledge. Supervisors can provide teachers with resources, such as professional development inform of workshops, seminars, conferences and symposiums among others to help them learn new teaching methods and strategies.
3. Internal supervision helps to create a supportive and collaborative environment for teachers. When teachers feel supported and valued by their supervisors, they are more likely to be motivated to improve their teaching. Zepeda (2019) sees internal supervision as the link to increase job satisfaction, better staff retention, less turnover, and increased staff productivity.
4. The sense of school management support among teachers is to improve with effective internal monitoring, as well as their dedication to the school's mission and objectives. Internal supervision models are tools for enhancing teaching methods and are regarded as a component of instructional supervision.

However, it is important to note that not all forms of internal supervision are effective.

For example, supervision that is punitive or overly critical is not likely to be effective in improving teachers' effectiveness. Instead, internal supervision should be constructive and supportive, and it should focus on helping teachers improve their teaching. Here are some tips for effective internal supervision:

- i. Be constructive and supportive. The goal of supervision should be to help teachers improve their teaching, not to criticize them.

- ii. Focus on specific areas for improvement. Don't just give teachers general feedback. Instead, focus on specific areas where they can improve, such as their classroom management skills or their use of technology.
- iii. Provide teachers with resources and support. Help teachers find resources, such as professional development workshops, that can help them improve their teaching.
- iv. Create a supportive and collaborative environment. Teachers should feel supported and valued by their supervisors i.e principal, vice principal, e.t.c

By following these tips, you can help ensure that internal supervision is effective in improving teachers' effectiveness in secondary schools.

### **Conclusions**

Internal supervision in education focuses on those activities related to teaching and learning and is the process by which the teacher and supervisor are engaged in a close helping relationship. Essentially, internal supervision in education involves a teacher receiving information from a colleague or a superior who has observed the teacher's performance and who serves as both a mirror and a sounding board to enable the teacher to critically examine and potentially alter his or her own practice. When it is used properly, it can enhance teachers' classroom instruction, their level of subject-matter expertise, and their professional growth as teachers. In the context of such supervision, suggestions are exchanged and assistance is provided to help the teacher become more competent through the analysis of factual information gathered during the observation and thereby lead to achievement of institutional objectives.

### **Suggestions**

Based on the study, the following suggestions were made:

1. Regular attendance of conference should be given priority by teachers to enhance their' efficacy in the teaching-learning process.
2. Teachers should be given sufficient information about contemporary teaching approaches during the pre-observation conference to promote effective teaching and learning delivery
3. Principals should frequently visit classrooms to observe the instructors' chosen methods of instruction or teaching.
4. Principals of schools should adopt a positive outlook toward post-observation conferences since they give teachers the chance to receive feedback and enhance their lesson plans.
5. The school principal should foster a culture where teachers are encouraged to engage in analysis and strategy to assess their performance and improve their ability to give instruction,
6. The government should make sure that principals receive pre-professional or pre-practice training through internal supervision workshops and seminars geared at the acquisition of relevant skills for carrying out their supervisory tasks to improve quality instruction.

7. The principals' supervision should be an ongoing activity, and the interaction between supervisors and instructors should be one in which both parties learn from one another and the teaching-learning process as a whole.

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