

# IDENTIFYING SUPERVISORY LEADERSHIP STYLES FOR TEACHERS' EFFECTIVENESS TOWARDS SUSTAINABLE FUNCTIONAL SECONDARY EDUCATION IN SOKOTOSTATE OF NIGERIA

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## **Abstract**

*A dynamic system of supervision of instructional and other educational services based on purposeful leadership is the corner stone for quality and sustainable functional education most desired in African secondary schools. Hence, the need to identify leadership style(s) that can ensure regular and continuous supervision to improve teaching and learning in Nigerian secondary schools. To this end, this study is aimed at identifying the supervisory leadership styles adopted by the supervisors/principals and most preferable that engenders teachers' effectiveness in secondary schools in Sokoto State Nigeria. To achieve this aim, three research questions were raised and one hypothesis formulated to guide the study. Descriptive survey research design was adopted and by use of researcher constructed questionnaire data were collected. The instrument employed was the modified four (4) point type Likertordinal scale of measurement. Data analysis was carried out using t-test of independence at 5% level of significant, as well as mean statistics. The findings revealed that the most preferred leadership style by teaches for effectiveness and sustainable functional education are democratic and transformational styles. Also there was no significant difference between the opinions of teachers and principals on the supervisory leadership style for teachers' effectiveness in schools, as both are of the opinion that transformational leadership style positively influence teachers' effectiveness. Recommendations were proffered such as engaging in transformational leadership style, provide feedback and follow-up activities by supervisors/principals among others.*

**Keywords:** Functional Education, Leadership style, Principal, Secondary School, Supervision, teacher.

## **Introduction**

The increasing demand and complexities of education nowadays calls for the need to evolve an efficient, effective and teacher-friendly supervisory

leadership style that is rooted in cooperative interaction between supervisors and school teachers which build confidence in teachers. Cooperation here means getting along with each other though with occasional disagreement whenever the teaching ethics are infringed upon. It also means an intelligent interaction based on clearly understood and accepted aims, purposes, functions and responsibilities (Kochhar, 2000). Essential functional education requires purposeful leadership that would be able to ensure quality in the system by matching the available resources with the desired aims.

Most African nations are still developing and are faced with various challenges. The administration and planning of systems of education in Africa is one of such challenges and should not be toyed with by any nation. Obviously as the society change, the people within the society change, and of course the needs of the society changes as well. Therefore, a drastic shift from classical or autocratic leadership style of inspection to the modern method of supervision is essentially a food for thought by educational supervisors, whereby principals are the grassroots of supervisors at secondary level.

Supervision as Odigbo (1999) pointed out aims at improving the quality of instruction and the quality of learning outcomes. It can also be said to contribute to the improvement of instruction, teacher development and quality school administration. It therefore becomes necessary that secondary schools and their teacher are regularly and properly supervised for effective teaching and learning by engaging the right type of supervisors leadership, thereby achieving the goals of education as spelt out in the National Policy on Education (2004) thus: ensure quality control through regular and continuous supervision of instructional and other educational services. The educational supervisors are those who are concerned with the organization, control and motivating the teachers to teach well. In essence, supervision main purpose is improvement. It is service activity. It is intended to stimulate, coordinate and guide as well as make teachers self-directive. Thus, school supervisors are leaders in education sector, starting from the school principal as it concerns this study.

However, in executing the task of supervision, a good number of techniques and leadership behaviours are involved. The purpose for which the supervision is being carried out determines the technique(s) to be adopted. Whatever be the case, the leadership style adopted should be geared towards effective teaching and learning; and leadership behaviour emanate from leadership style. Hence, this study is meant to identify the supervisors leadership style in terms of behavior that could enhance teachers' effectiveness in schools, particularly in sokoto State.

Past studies (Okonkwo, 2011; Bulach, Boothe, and Pickett, 1998a; 1998b) show that human relations and interpersonal communications which

play significant role in achieving the goals of teaching and learning are major problems facing secondary schools not only in Nigeria or Africa but world over. According to these studies, some of the specific behaviours in the human relations area that secondary school supervisors (Leaders) were found wanting are lack of trust and an uncaring attitude, failure to listen, lack of openness among others. On the contrary, positive behaviours/practices are best described by transformational leadership style which make a case for this study.

### **Statement of the Problem**

Ojo (2005) observed that the problem of selecting suitable leaders in Nigeria educational institutions needs attention. Experience also shows that in Sokoto State secondary schools, modern supervision is not adequately carried out. The supervisors still perform the function of inspectors like fault-finding and threat/punishment rather than cooperative interaction between the leader and the led so as to ensure motivation and growth for effective teaching and learning. This shortcoming, poses challenge to sustainable functional education.

On the other hand, the outcry of parents about the poor performance of students in West African Examination result is of concern. The poor performance is evidenced in the Senior Secondary-School Certificate Examination results which recorded less than 20% credit pass in English and Mathematics for the past five years (Ministry of Education Sokoto). Now the question is: what could be the reason (s) for the poor performance of students in Sokoto, could it be connected to poor supervision, could it be a reflection of poor instruction delivery, what supervisory leadership practices/behavior (style) should be employed by the school supervisors/principals so as to spur teachers into action for effective instruction delivery towards sustainable functional education.

### **Objectives of the Study**

This study is aimed at identifying the supervisory leadership styles employed by the school leaders/supervisors that ensure effectiveness with regards to instruction delivery for sustainable functional education in Nigeria. Specifically, the study is meant to:

1. Find out the supervisory leadership styles practiced by the supervisors/principals in secondary schools in Sokoto.
2. Identify the supervisory leadership styles that are preferable to the teachers and Principals which motivate them for effective teaching/learning, towards sustainable functional education in Nigeria.

3. Examine if there is any significance difference between principals' and teachers' opinions regarding the supervisory leadership styles for teachers' effectiveness in secondary schools in Sokoto.

### **Research Questions**

The following research questions were raised to guide the study:

1. What are the supervisory leadership styles in practice in secondary schools in Sokoto?
2. Which of the supervisory leadership style(s) practiced in secondary schools in Sokoto is preferable to teachers and principals for effective teaching/learning towards sustainable functional education in Nigeria?.
3. Is there any significant difference between the opinions of teachers and principals regarding the supervisory leadership style for teachers effectiveness for attaining functional education in secondary schools in Sokoto?.

### **Hypothesis**

There is no significant difference between the opinions of teachers and principals on the supervisory leadership styles for effective teaching/learning for sustainable functional education in Sokoto.

### **Scope of the study**

This study is carried out in Sokoto State of Nigeria. It is delimited to only secondary schools in Sokoto metropolis.

The study focused on the leadership styles of the supervisors/principals for teachers' effectiveness towards attaining sustainable functional education in secondary schools in Sokoto. It explored the differences and similarities between principals and teachers opinions regarding the supervisory leadership style preferably to improve teachers' effectiveness for goal achievement in secondary schools in Sokoto. The subjects of the study are teachers and principals (supervisors).

### **Significance of the Study**

It is no gainsaying the fact that a lot of resources are invested in education sector by the Government for sustainable functional education. Therefore, a study of this nature for monitoring education services is necessary for goals achievement.

The study will help to sensitize the stakeholders in Education as to what is obtainable in terms of quality/functional education in Nigeria secondary schools and the implications for change. It will also help to identify

the need for professionalism in school supervision where trained, and experienced school leaders/supervisors should be employed to lead and not by any senior person to carry out the supervision for desire sustainable functional education. It will help to bridge the gap between theory and practice in the sense that the practicing school leaders/supervisors through this study will recognize the desired supervisory leadership styles for teachers' effectiveness towards sustainable functional education delivery. Hence, the compulsory adherence from outdated principles to modern supervisory leadership practices characterized by human relations skills of cooperative interaction, team spirit, and so on.

## **Conceptual Framework Educational Supervision**

Educational supervision means different things to various people at different instances and situations. Nwachukwu (2007) perceives supervision as the interaction behaviour in school system for the purpose of improving the learning situation for children. To Nwaoguin Okonkwo (2011) supervision is the process of bringing about improvement in instruction by working with the people who are working with pupils. It is thus a process of stimulating growth and a means of helping teachers to help themselves as well as students towards attaining functional education.

In the words of Nkang (2002), supervision does not imply that the staff must be ordered about and kept constantly under surveillance at all times to make sure that work that needs be done is done properly at the right time. Supervision is interaction between and among two or more people. Thus it is an inescapable fact that wherever more than one person is involved in an act; interaction is bound to take place in form of some types of established relationships. Hence, supervision is evident through interaction for the purpose of achieving the goals of the institution.

An inspector can become an effective guide only if he is trained for the job and continues to educate himself in the latest developments in education and techniques of supervision. Thus, good supervision is not everybody's toy to play with and any-miscellaneous gentleman will not be able to do the job. One should have the innate as well as the acquired ability to deliver the services. Therefore, supervision when regularly and properly carried out will lead according to Mkpa in Okonkwo (2011) to the maximum development of the teacher making him the most professionally efficient and effective teacher he is capable of becoming. The traditional school supervision was poorly planned and poorly organized. It was characterized by fault-finding, self-imposed and usually carried out by one person.

Modern supervision is positively oriented, democratic and objective in nature, it is creative and systematic in approach which promotes the spirit of finding out facts through observation, experimentation and continuous evaluation for effective services. Thus, against this background for sustainable functional education delivery system, process of checks and balance as embedded in the system is to ensure quality control and generate the necessary information for planning and development purposes. The supervisors are the educational leaders including the school principal. They are vested with the responsibility of monitoring teachers' activities being the central figure in achieving the goal of teaching and learning, so as to ensure sustainable functional education in Nigeria. <sup>1</sup>

### **Functional Education**

Functional education could be refer to as an organized body of knowledge and process that empowers learners with necessary skills and values that make them productive members of the society. Therefore, it is a well-planned system of education that is capable of preparing learners to be innovative and creative and can engage in healthy competition in the world of work; no matter where they find themselves in the global village.

### **Leadership**

Leadership is the process by which an individual influences subordinate to behave in a desired manner, Okonkwo (2011). For instance, in secondary school setting, the principal is the leader. He is a leader and supervisor. As a leader/supervisor his actions and inactions influence teachers' effectiveness with regards to instruction delivery. The actions and or behavior of the principal depict his leadership style. Therefore, leadership is a process of social influence, which maximizes the efforts of others, towards achievement of a goal (Forbes, 2013). Three key elements are involved in this definition, which include social influence, followers and a goal. Hence, leadership does not involve coercive tendencies or force to get things done in an institution; it involves interaction and cooperation among members as influenced by the leader. Leader should be focused and must have vision and mission so as to take the right path in driving the affairs of the organization. Doyle(2008) opines that leader has his eyes on the horizon. This implies that the leader oversee, plans and monitors the activities of subordinates towards goal achievement.

Essentially, the behavioural patterns of principals/supervisors emanate from their leadership styles. The leadership styles considered in this study are: autocratic, democratic, Laissaz-faire, transactional and transformational.

-Autocratic style: this is a type of leadership where the leader dictates whatever activities that take place in the school. He takes decision without involving the staff; no room for freedom of expression.

- Democratic leadership styles: the leader involves staff in decision making; provides professional advice to teachers.
- Laissaz-faire leadership style: this implies the leader does not give control or direction to teachers or subordinates.
- Transactional leadership style: this focus on specific task, and implies use of reward and punishment by the leaders to motivate followers; a give and take approach, allows status quo-stay within the existing structure.
- Transformational leadership style: this encourage friendly relation, inspire and motivate staffs (teachers) to be innovative and creative; initiate training to improve staff.

The recent study by Leithwood and Wahlstrom (2008) and Okonkwo (2011) consider transformational leadership style as most effective since it encompasses human relations skills and interpersonal communication. This is where this study establishes a base.

### **Teachers' Effectiveness**

Teachers' effectiveness as a concept is fluidly dynamic, multidimensional and complex to explain. The meaning is usually deduced from the context in which it is used. As explained by Ali (1992), teachers are not uniformly effective across all teaching situation. Avolos in Okonkwo (2011) however mentioned the kind of teachers' behaviour which are usually stressed in the conceptualization of teachers' effectiveness. These include measurable observed behaviours, non-quantifiable modes of communication to others in classroom interaction; presence of transferable actions, skills, beliefs, commitments and tackling problems in teaching/learning situations in a given manner. The resultant students' behaviour which indicates teacher effectiveness includes students' acquisition of basic cognitive skills, development of higher order intellectual activities and awareness of the social world or evidence of social skills.

Teachers' electiveness is enhanced by identifying and meeting their needs, both personal and professional for all round development through supervision. Therefore, on the spot assessment during supervision will help identify areas of difficulties or needs and assistance provided. Thus, a supervisor's (principals inclusive) professional leadership and cooperation with teachers through individual and group conferences, through stimulation to further professional study and through cooperative development of some

programme of in-service education improve teaching skills for sustainable functional education in Nigeria.

### **Empirical Framework**

In this study, related researches are accounted for.

Okonkwo (2011) in her study: Impact of Leadership Styles on the Management of Secondary Schools in Sokoto Metropolis found out that leadership styles influence teachers' effectiveness in the performance of duties. The leadership styles that impact positively on teaching/learning processes are transformational and democratic because they encompass human relations skills and ensure effective communications between the leader (principal) and the led (teachers, students).

In supervision and teachers' job effectiveness in Cross River State Secondary Schools, Ntukidem (2003) found the calculated t-value of 21.36 to be higher than the critical t-value of 2.08 at .05 level of significant. This led to the rejection of the null hypothesis in favour of the alternative hypothesis that, there is no significant difference between teachers who are highly supervised and those who are lowly supervised in their job performance; that proper supervision promotes efficient teaching and effective learning in schools.

Leithwood and Wahlstrom (2008) in their survey of linking leadership to students learning found out that the leadership behavior (style) of principals towards teachers influence their job performance and by extension influence students learning. They found out that transformational leadership style is very effective in teaching/learning processes thereby achieving the goals of education.

### **Research Design**

A descriptive survey research design was used for the study. This design is suitable since the subjects are studied in their natural setting without any form of treatment and only a representative(sample) of a group are used for data collection.

The population of this study comprises of the teachers and principals of secondary schools in Sokoto metropolis. Specifically, there are 42 secondary schools in Sokoto metropolis, at the time of this study, 126 principals (principals and vice principals) and about 840 teachers in a total of 42 secondary schools in the metropolis. (Researcher's field work 2021)

Simple random sampling was used for the selection of schools in the form of balloting. 14 secondary schools were drawn out of total of 42, also 40 principals from these schools studied. Then, proportionate random sampling was employed for teachers' selection and 250 teachers were selected for the

study. Hence, the study covers 30% of the total population of subjects under study.

The instrument used for data collection was a researcher-constructed questionnaire vetted by senior lecturers in the educational system and was tested for reliability using Split-half method; and a reliability coefficient (r) was 0.75 showing the instrument was reliable. The questionnaire was rated on 4 point Likert scale of strongly agree (SA); Agree (A), Disagree (D) and strongly Disagree (SD), with points 4,3,2, and 1 respectively, it was administered by the researcher and there was a 100% rate returns. Meanwhile, the benchmark for mean statistics is 2.5 as positive response.

### **Presentation and Analysis of Data**

The data collected, were sorted, collated, presented and analysed using percentage frequency distribution table mean statistics and t-test statistics. The t-test statistics was employed since opinion between two groups goes with test of significant difference. Then, the research questions were answered while the hypothesis was tested at 0.05 level of significant. At this juncture, it is important to state that for clear understanding the data were collapsed into two categories of responses (Agree and Disagree) in which SA and A implies Agree while SD and D means disagree.

### **Presentation of Data**

**Research Question 1:** What are the supervisory leadership styles in practice in secondary schools, in Sokoto?

Table 1: Percentage responses of teachers and principals on the supervisory leadership styles that are in practice in secondary schools in Sokoto.

S/N	Questionnaire statement	item Categories	Responses'				mean x
			Agree		Disagree		
			Freq.	%	Freq.	%	
1.	Supervision in my school is autocratic in nature which offers no room for exercise of freedom of expression and initiative but fault-finding.	Teachers	195	78	55	22	3.1
		Principals	28	70	12	30	2.9

2.	Democratic leadership style is practiced by <i>my</i> school supervisors by giving professional advice and support to staff growth.	Teachers	80	32	170	68	2.1
		Principals	25	62.5	15	37.5	2.8
3.	Laissaz-faire leadership style is in practice in my school where everyone carries out his duly without direction and cooperation.	Teachers	70	28	180	72	2.1
		Principals	08	20	32	80	1.9
4.	Supervisors of my school practice transactional leadership style (give and take) allowing the status quo to exist devoid of teachers" development	Teachers	202	80.8	48	19.2	3.1
		Principals	26	65	14	35	2.8
5.	Transformational leadership style which is concerned with friendly relation, correction of mistakes, offering help and initiating training to improve teachers' performance is practiced by my school supervisors.	Teachers	45	18	205	82	1.9
		Principals	17	42.5	23	57.5	2.4

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From table 1, it shows that items no 1, autocratic method of supervision, scored 78% for teachers and 70% for principals. This means that autocratic method is practiced by principals/supervisors. Also, item no 4, transactional method scored 80.8% for teachers and 65% for principals with means score of 3.1 and 2.8 respectively. However, item no 2, democratic style, scored 32% for teachers and 62.5% for principals with mean score of 2.1 and 2.8 respectively showing principals' affirmation of use of democratic leadership style while teachers disagree. Both teachers and principals disagree in both item 3 and 4 with mean scores of 2.1, 1.9 and 1.9, 2.4 which implies neither laissaz-fair nor transformational leadership style is in practice in their schools.

**Research Question 2:** Which of the supervisory leadership style(s) practiced in secondary schools in Sokoto is preferable to teachers and principals for effective teaching/learning?

Table 2: Percentage responses of teachers and principals on the supervisory leadership styles preferable for effective teaching/learning in Sokoto.

S/N	Item statement	Categories	Responses				mean
			Agree	Disagree			
			Freq.	%	Freq.	%	
8. a.	The supervisory leadership style I prefer which can help me perform my duties effectively is: Laissaz- faire	Teachers	04	1.6	246	98.4	1.5
		Principals	00	0	40	100	1.5
b.	Transactional	Teachers	27	10.8	223	89.2	1.7
		Principals	18	45	22	55	2.4
c.	Autocratic	Teachers	03	1.2	247	98.8	1.5
		Principals	02	5	38	95	1.6
d.	Transformational	Teachers	221	88.4	29	11.6	3.3
		Principals	30	96	10	4	3.0
e.	Democratic	Teachers	235	94	15	6	3.6
		Principals	32	96.8	08	3.2	3.1

Table 2 clearly shows that the percentage acceptable satisfactory supervisory leadership style by teachers and principals for effective performance towards sustainable functional education are the responses with highest scores of agree such as transformational style with 88.4% and mean score of 3.3 for teachers, and 96% (mean, 3.0) for principals. Also democratic style scored well above the

benchmark of 2.5 with 94% (mean, 3.6) for teachers and 96.8% (mean, 3.1) for principals, indicating that both strongly agreed on the use of transformational leadership style for effective performance of duties in school.

**Research Question 3:**

Table 3: Is there any significant difference between the opinions of teachers and principals on the supervisory leadership styles on teachers' effectiveness in secondary schools in Sokoto?

Opinion of teachers and principals on the supervisory leadership styles for teachers' effectiveness in secondary schools in Sokoto.

S/N	Questionnaire statement Categories	item	Responses				
			Agree		Disagree		mean
			Freq.	%	Freq.	%	
6	My school is supervised regularly by the principal	Teachers	90	36	160	64	2.2
		Principals	26	65	14	35	2.8
7	My school is regularly supervised by the team of experts as external supervisors	Teachers	40	16	210	84	1.8
		Principals	12	30	28	70	2.1
9.	Supervisors revisit my school to render help and ensure the implementation of recommendations	Teachers	63	25.2	187	74.8	1.4
		Principals	15	37.5	25	62.5	2.3
10.	Teachers are involved in decision making in my school	Teachers	80	32	170	68	2.1
		Principals	19	47.5	21	52.5	2.5
11.	My principal provides feedback regarding my teaching.	Teachers	48	19.2	202	80.8	1.9
		Principals	23	57.5	17	42.5	2.7
12.	Prompt report of supervision provide opportunity for school improvement	Teachers	215	86	35	14	3.2
		Principals	29	72.5	11	27.5	3.0

13.	Interaction among Teachers 80	32	170	68	2.1
	members of my school is cordial. Principals 17	42,5	23	57.5	2.4

From table 3, it is clearly shown that teachers strongly disagree with the statement of items 10 (68%), and the principals also disagree (52.5%). Meanwhile both of them also disagree with the statements of item 13 (68%, 57.5%). With mean score of 2.1 and 2.4 respectively. That is interaction among members of their school is not cordial.

On the other hand, items 7(84%, 70%) with means 1.8, 2.1 and 9(74.8%. 62.5%) with mean 1.4, 2.3 indicate strong disagreement by teachers and principals respectively. Meanwhile, there is disparity in the opinions of both the teachers and principals in items 6 and 11.

### Testing of the Hypothesis

Null hypothesis: There is no significant difference between the opinions of teachers and principals on the supervisory leadership styles for effective teaching/learning in secondary schools in Sokoto State.

Table 4: Two tailed t-test of the significant difference between mean of teachers and principals opinion regarding the supervisory leadership styles for teachers effectiveness in secondary schools in Sokoto.

Variable	N	Mean X	SD	Df	Standard error	t <sub>calculated</sub>	t <sub>critical</sub>	Decision
Teachers opinion	250	2.46	16.97	288	1.58	-0.68	1.96	Ho Not rejected
Principals opinion	40	3.53	7.34					

In table 4 with an alpha level of 5% and 288 degrees of freedom, the calculated value of t (-0.68) is less than the critical value (1.96), then the null hypothesis is not rejected. Therefore, there is no significant difference between teachers and principals opinion regarding the supervisory leadership styles for teachers' effectiveness in secondary schools in Sokoto state of Nigeria.

Therefore, both are of the opinion that the leadership style of supervisors has a significant influence on teachers' effectiveness in schools.

### **Summary of Major Findings**

The following are the main findings which answered the research questions raised to guide the study.

1. The supervisory leadership styles practiced by the Principals/Supervisors in Sokoto State secondary schools are autocratic and transactional and partly democratic.
2. According to the findings of this study, the supervisory leadership styles preferable to principals and teachers in secondary schools in Sokoto state are transformational and democratic which encourage their effectiveness for functional education and goal achievement.
3. The result of the t-test of independence shows that there is no significant difference in the opinions of teachers and principals regarding the supervisory leadership style for teachers' effectiveness in secondary schools in Sokoto. Both are of the view that leadership style influence teachers' effectiveness for sustainable functional education.

### **Discussion of Findings**

The study on identifying the supervisory leadership styles for teachers 'effectiveness in secondary schools in Sokoto state has identified autocratic and transactional methods as mostly practiced by the Principals/Supervisors, which of course, do not encourage sustainable functional education. In as much as autocratic is a traditional method and should be replaced with modern method (Transformational-like friendly relation, professional advice to teachers, etc.) but a little of it could be necessary when the situation demands it. But the transactional method (give & take approach) will not be solely depended upon as it does not seem to encourage dedication to duty and of course will not improve teaching and learning for functional education required in Africa. However, item no 2 where the principals agree to be using democratic method while the teachers disagreement points to the fact that the principal as a supervisor tends to cover up his inadequacy, reflecting self-assessment shortcoming. However, partial involvement in decision making was recorded and interaction among members of staff was not cordial as revealed by this study.

It is obvious that modern supervision is not adequately practiced in secondary schools in Sokoto as shown in table 1 where transformational supervisory leadership recorded low percentage (18% for teachers and 42.5% for principals) agreement response and autocratic leadership style as high as 78% for teachers and 70% for principals. Yet the transformational supervisory leadership style rooted in cooperative interaction is preferable to both the teachers and principals for effective teaching/learning as shown in table 2 with 88.4% and 96% for teachers and principals responses respectively. This study supports Kochhar (2000) findings which agreed that transformational leadership style encourage friendly cooperation for effective teaching/learning. Similarly, the study of Leitwood and Wahtlstrom (2008) is in tandem with this study as both consider transformation leadership style as most effective since it encompasses human relation skills and interpersonal communication for functional education delivery.

The findings also revealed that the disparity in the opinions of both the teachers and principals in items 6 and 11 are due to the fact that the items are directed to the principal. The implication is that self-reporting items could give misleading information. But the fact remains that the principals and supervisors do not carry out regular supervision of schools and feedback corrective measures are lacking. This finding supports Okonkwo (2011) were feedback in supervision were neglected and thereby not providing adequate improvement and development in schools that will enhance functional education. The findings of Ntukidem (2003) Iso corroborates this present study as revealed that there is significant difference between teachers who are highly supervised and those who are lowly supervised in their job performance; that proper supervision promotes efficient teaching and effective learning in schools. Therefore, as evidence, both studies agreed that supervisory leadership behavior of principals/supervisors has a significant influence on teachers, effectiveness in schools.

The study (table 4) shows similarity of opinions between the teachers and principals regarding the supervisors' leadership practices influencing teachers' effectiveness in achieving the goals of teaching/learning in secondary schools in Sokoto. Some of the identified supervisory leadership practices for improving teachers' effectiveness, in secondary schools in Sokoto state are regular supervision, prompt report of supervision, feedback by Principals/supervisors for corrective actions, involving teachers in decision making and establishing good communications model. In other words, both principals and teachers have similar views that these leadership behaviours are capable of improving teachers' effectiveness to ensure functional education. Meanwhile, it is important to note that this research identified only few, (7) behaviours related to the principals/supervisors' leadership practices (table3),

there are many more behaviours that could determine effective supervision for the overall organization.

### **Conclusion**

The findings of this study is consistent with existing research that suggests principals/supervisors human relations skills, professional advice, relative autonomy and training to empower teachers, regular supervision and feedback corrective measures for professional growth. The supervisory leadership style found to be preferable to teachers and principals for effective teaching/learning in Sokoto State secondary schools are transformational and democratic styles. It is important to note that teachers are the central figures in learning and should be provided with the conducive environment devoid of fault-finding, rancor and bitterness so as to engage in school reform for sustainable functional education for goal achievement. Hence, principals and external supervisors should improve their supervisory skills so as to improve in their administrative practices thereby achieving functional education in African schools.

### **Recommendations**

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

1. Both principals and external supervisors should supervise the schools regularly.
2. Use of democratic .and transformational leadership styles for supervision that suggests friendly relations and professional growth is recommended. Sometimes a combination of methods might be necessary to encourage functional education.
3. Feedback corrective measures to teachers in particular and school in general is very necessary for improvement of functional education.
4. Prompt report of supervision is very important. On the spot report, at least, the key findings jotted down will help portray a clear picture of the situation under review. This will enable the Ministry of Education to proffer solutions to the schools' problems in good time.
5. Supervisors/principals should update their knowledge through training to meet up with the challenges of modern supervision. They must have requisite training for the job to promote functional education in Africa.

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