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CLASSROOM OBSERVATION, VETTING OF LESSON NOTE AND PROBLEM-SOLVING SKILLS AS CORRELATES OF PRINCIPAL INSTRUCTIONAL SUPERVISION SKILLS IN PUBLIC SENIOR SECONDARY SCHOOLS IN LAGOS STATE

[1]Ayinla Shamsideen Saula, [2]Omobola Oyinlade Gambo, [3]Gabriel Oladotun Olatoye, [4]Wasiu Olanrewaju-Smart, [5]Adedolapo O. Awoniyi, [6]Babatunde J. Kolashi

[1,2,3,5,6]Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria.
[4]Harvard University, Cambridge, MA, USA

ABSTRACT

This study examines the instructional supervision skills of principals in public senior secondary schools in Lagos State, Nigeria, focusing on classroom observation, vetting of lesson notes, and problem-solving competencies. Recognising the pivotal role of principals in enhancing teaching effectiveness and student outcomes, this research seeks to evaluate their supervisory proficiency within the dynamic educational landscape of Lagos State. Employing a multi-stage sampling technique, data were collected from a population comprising 311 principals and 8,860 teachers across six educational districts using a researcher-designed questionnaire. Quantitative analysis revealed a moderate level of effectiveness in classroom observation (mean = 2.71) and problem-solving (mean = 2.68), with comparatively higher ratings for vetting lesson notes (mean = 3.02). Content analysis of principal interviews provided nuanced insights, highlighting a generally higher self-perception of supervision capabilities relative to teachers' evaluations. The findings underscore discrepancies in perceptions between teachers and principals, indicating the need for a more unified understanding of instructional supervision expectations and practices. The study concludes that while principals exhibit foundational competence in instructional supervision, targeted efforts are required to enhance consistency, feedback quality, and collaborative problem-solving. It is recommended that educational authorities implement structured mentorship programmes, ongoing professional development initiatives, and collaborative planning mechanisms to bridge observed gaps. These measures will strengthen instructional leadership, ultimately fostering improved teaching quality and learner performance in public senior secondary schools.

Keywords: Instructional Supervision, Principals' Leadership Skills, Classroom Observation, Lesson Note Vetting, Problem-Solving Skills.

Introduction

Instructional supervision remains a critical pillar in the pursuit of quality education, particularly within the context of public senior secondary schools. In educational management

discourse, it is widely acknowledged that school leadership plays a pivotal role in influencing the quality of instruction, teacher development, and, ultimately, student achievement (Tarimo & Lekule, 2024). Principals, as the chief instructional leaders, are entrusted with the responsibility of ensuring that teaching and learning processes are effective, efficient, and align with curriculum expectations. Their capacity to supervise instruction effectively is essential for fostering continuous improvement and accountability in schools.

In Nigeria, and specifically Lagos State, the public education sector has experienced significant transformations driven by increasing student enrolment, curriculum reforms, and the evolving demands of the knowledge economy. These developments necessitate a more strategic approach to school leadership and instructional supervision. According to Okafor et al. (2024), the complexity of contemporary classroom practices requires principals to adopt multifaceted supervision techniques that not only monitor compliance but also provide meaningful support for teacher professional development. Therefore, instructional supervision must transcend routine administrative checks and evolve into a developmental process anchored in collaboration, coaching, and reflective dialogue.

A principal's effectiveness in instructional supervision is often reflected through a set of practical leadership skills. Notably, classroom observation, vetting of lesson notes, and the application of problem-solving skills have been identified as core indicators of robust supervisory practices (Sullivan & Glanz, 2005; Atkinson & Bolt, 2010; Zepeda, 2013). Classroom observation enables principals to assess instructional delivery, provide constructive feedback, and identify areas for pedagogical enhancement. Vetting lesson notes, on the other hand, ensures curriculum fidelity and preparedness among teachers, while effective problem-solving skills empower principals to manage instructional challenges, mediate conflicts, and implement context-specific solutions in schools.

Despite the significance of these supervisory skills, there is limited empirical evidence on how they are manifested and utilised by school principals in Lagos State's public senior secondary schools. This knowledge gap has implications for educational quality assurance and the professional development of school leaders. While national education policies emphasise instructional supervision as a mechanism for school improvement (Federal Ministry of Education, 2021), there remains a need to explore the practical competencies of those at the forefront of its implementation.

This study, therefore, investigates the instructional supervision skills of principals in public senior secondary schools in Lagos State, with a specific focus on three key dimensions: classroom observation, vetting of lesson notes, and problem-solving skills. By examining these areas, the research seeks to assess the extent to

which principals are equipped to perform their supervisory roles effectively and how these skills influence instructional quality. The findings are expected to inform policy, professional development programmes, and supervisory frameworks aimed at strengthening leadership capacity in Nigerian schools.

Ultimately, the study contributes to the broader discourse on instructional leadership within educational management, offering insights that may guide future reforms in school supervision and leadership training. It underscores the need for a more evidence-based and context-responsive approach to instructional supervision, one that aligns with the goals of educational excellence and equity in Nigeria's public school system.

Literature Review

Instructional supervision is a central function of educational leadership and a key determinant of teaching quality and student learning outcomes (Gordon, 2018). Within the educational management literature, instructional supervision is conceptualised as a systematic process through which school leaders monitor, support, and guide teaching and learning to enhance instructional effectiveness. The role of principals in this process has evolved significantly from that of authoritarian overseers to collaborative instructional leaders, emphasising the need for a skillset that balances evaluation, mentoring, and strategic thinking (Hallinger, & Murphy, (1985); Blasé & Blasé, 2004).

Theoretical Perspectives on Instructional Supervision

Various theoretical models underpin the practice of instructional supervision. The clinical supervision model, for instance, emphasises a cyclical process of pre-observation, observation, analysis, and feedback aimed at improving classroom instruction (Veloo, Komuji and Khalid, 2013; Grimmett, 1981). Transformational leadership theory also informs the supervisory role of principals by advocating for leadership practices that inspire, support, and intellectually stimulate teachers (Leithwood & Jantzi, 2006). Both frameworks underscore the importance of communication, professional trust, and data-informed decision-making as essential to effective instructional supervision.

Principal Supervision Skills in Context

Research evidence suggests that the instructional supervision skills of principals have a direct impact on teacher performance and student academic outcomes (Sunaryo, 2020). In the Nigerian context, studies have highlighted the uneven quality of instructional supervision practices, often attributing inefficiencies to inadequate training, high administrative workload, and limited support from educational authorities (Tom, Imeh, & Osedumme, 2024; Adeleke & Bambi, 2022; Iroegbu & Etudor-Eyo, 2016). Nevertheless, certain supervisory practices have been consistently associated with improved teaching outcomes. These include regular classroom observations, consistent feedback, collaborative lesson

planning, and systematic vetting of lesson notes.

Classroom Observation as a Supervisory Tool

Classroom observation is a foundational tool in the instructional supervision repertoire. It allows principals to directly assess instructional delivery, classroom management, and learner engagement. Effective classroom observation involves structured visits, evidence-based feedback, and follow-up support to encourage reflective teaching practices (Marzano, Frontier & Livingston, 2011). In Lagos State, however, the effectiveness of classroom observations is often limited by time constraints, lack of supervision tools, and the absence of clearly defined observation rubrics (Idris, 2023).

Vetting of Lesson Notes

The practice of vetting lesson notes is another critical dimension of instructional supervision. Through this process, principals ensure that lesson plans align with curriculum objectives, reflect sound pedagogical practices, and are appropriately sequenced to meet learners' needs. Vetting also helps identify content gaps, methodological weaknesses, and opportunities for instructional improvement (Iroegbu & Etudor-Eyo, 2016; Ayeni, 2012). However, empirical studies have noted that this practice is often perfunctory, with some principals delegating the task or failing to provide constructive feedback due to workload or lack of content expertise (Usamn, 2015; Comfort, Aina & Idowu, 2017; Amajuoyi, 2022; Oluwakemi, 2023).

Problem-Solving Skills

Problem-solving is an essential competency for instructional leaders, enabling them to address challenges such as curriculum implementation issues, teacher performance concerns, and resource limitations. Principals with strong problem-solving skills are better positioned to manage instructional crises, implement innovations, and foster a positive school climate conducive to learning (Oplatka, 2009). According to Suleiman, Akanbi & Lateef (2025), problem-solving in instructional supervision also entails conflict resolution, resource planning, and strategic intervention, particularly in under-resourced or high-enrolment schools commonly found in Lagos State.

Empirical Studies in Nigerian Secondary Schools

Several empirical investigations have examined the state of instructional supervision in Nigerian secondary schools. For instance, Garuba, Omidiji & Adeoye (2024) found a significant relationship between principals' instructional supervision and teacher classroom performance in South-West Nigeria. Similarly, Nagro, Fraser, & Hooks (2019) reported that effective classroom observation and consistent vetting of lesson plans led to better curriculum implementation and increased student engagement. However, the studies also highlighted a lack of uniform supervision standards, varying levels of principal preparedness, and limited professional development opportunities for school leaders.

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Research Gap

Although the literature provides insight into the significance of instructional supervision in improving educational outcomes, few studies have comprehensively examined the specific supervision skills—classroom observation (Ing, 2010; Iroegbu & Etudor-Eyo, 2016), lesson note vetting (Ifovwe, Umoeshiet & Akpojotor, 2023), and problem-solving (Kiilu et al., 2023)—among principals in public senior secondary schools in Lagos State. Moreover, there is a paucity of research that evaluates how these skills are applied in practice and their direct implications on instructional quality and leadership effectiveness.

Overall, the reviewed literature highlights the pivotal role of principals in ensuring instructional quality through effective supervision practices. Skills such as classroom observation, lesson note vetting and problem-solving are essential for sustaining teacher development and improving student outcomes. However, contextual factors such as resource limitations, administrative burdens, and lack of training often hinder the full realisation of these supervisory roles. This study seeks to bridge the existing knowledge gap by evaluating the extent to which these supervision skills are demonstrated by principals in Lagos State, thereby contributing to a deeper understanding of instructional leadership in the Nigerian educational system.

Research Questions

1. What is the level of classroom observation in public senior secondary schools in Lagos State?
2. What is the level of vetting lesson note in public senior secondary schools in Lagos State?
3. What is the level of problem-solving skills in public senior secondary schools in Lagos State?
4. What is the level of principals' instructional supervision skills in public senior secondary schools in Lagos State?

Methodology

Population of the study comprised three hundred and eleven public senior secondary school principals, eight thousand eight hundred and sixty teachers from three hundred and eleven schools across the six educational districts in the twenty local government area of Lagos State, Nigeria.

A multi-stage sampling procedure was used to determine the sample size and also to ensure that all local governments in the population are all represented in the sample.

A self-developed questionnaire was constructed as instrument for data collection for this study. The instrument was titled "Public Senior Secondary School Principal Instructional Supervision Skills in Lagos State Questionnaire"

Answering the research Questions

Research Question One: What is the level of classroom observation in public senior secondary schools in Lagos State?

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Table 1: Classroom Observation in Public Senior Secondary Schools in Lagos State

S/N	Item: My Principal;	AL	S	R	N	Mean	SD
1	provides valuable insights into my teaching methods.	1001 (50.0%)	298 (14.9%)	115 (5.7%)	587 (29.3%)	2.86	1.308
2	gives feedback after classroom observations that is constructive and helps me improve.	611 (30.5%)	431 (21.5%)	601 (30.0%)	358 (17.9%)	2.65	1.094
3	demonstrates a keen understanding of effective teaching practices during classroom observations.	878 (43.9%)	613 (30.6%)	211 (10.5%)	299 (14.9%)	3.03	1.068
4	is accessible and approachable for discussions following classroom observations.	519 (25.9%)	623 (31.1%)	194 (9.7%)	665 (33.2%)	2.50	1.198
5	effectively identifies areas of strength and areas for improvement through classroom observations.	399 (19.9%)	619 (30.9%)	627 (31.3%)	356 (17.8%)	2.53	1.002
Weighted Mean = 2.71 Moderate							

Source: Researcher's Field Survey, 2024

KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation
Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 1 provides valuable insights into the classroom observation practices within public senior secondary schools in Lagos State, focusing on the role of principals in providing feedback and support to teachers. The data indicates that principals are perceived to moderately provide valuable insights into teaching methods (mean: 2.86). While a considerable proportion of teachers receive insights from their principals, there is room for improvement to ensure more consistent and comprehensive feedback. Similarly, principals' feedback after classroom observations is perceived as moderately constructive (mean: 2.65), suggesting that while feedback is provided; there is an opportunity to enhance its quality and effectiveness to better support teacher improvement and professional growth.

However, there are notable strengths identified in the data. Principals demonstrate a high level of understanding of effective teaching practices during classroom observations (mean: 3.03), indicating a strong alignment with best practices in teaching. This suggests that principals are well-equipped to assess teaching quality and provide valuable insights to teachers based on their observations.

On the other hand, the accessibility and approachability of principals for discussions following classroom observations are rated relatively low (mean: 2.50). This implies that there is room for improvement in ensuring that principals are readily available and open for post-observation discussions,

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which are crucial for effective communication and collaboration between principals and teachers. Moreover, principals' effectiveness in identifying areas of strength and improvement through classroom observations is perceived as moderate (mean: 2.53). While principals do identify areas for improvement, there is an opportunity for them to refine their observation skills to provide more targeted and actionable feedback, thereby facilitating continuous improvement in teaching practices.

The weighted mean for classroom observation practices across all items is calculated as 2.71, falling within the moderate range. This aggregated score reflects the collective perceptions of teachers regarding various aspects of classroom observation by their principals. Overall, the data suggests a mixed landscape of classroom observation practices within public senior secondary schools in Lagos State. While there are strengths, such as principals' strong understanding of effective teaching practices, there are also areas for improvement, including enhancing the quality of feedback, increasing accessibility for discussions, and refining observation skills. Addressing these areas can lead to more effective support for teacher professional development and ultimately improve teaching quality and student outcomes within schools.

Research Question Two: What is the level of vetting lesson note in public senior secondary schools in Lagos State?

Table 2: Vetting Lesson Note in Public Senior Secondary Schools in Lagos State

S/N	Item: My Principal's;	AL	S	R	N	Mean	SD
6	suggestions enhanced the alignment of my lesson plans with educational goals and student needs.	798 (39.9%)	601 (30.0%)	223 (11.1%)	379 (18.9%)	2.91	1.123
7	vetting sessions encouraged me to reflect on my teaching practices and explore new instructional approaches.	660 (33.0%)	709 (35.4%)	515 (25.7%)	117 (5.8%)	2.96	0.905
8	constructive feedback motivated me to incorporate more diverse and inclusive teaching strategies.	819 (40.9%)	720 (36.0%)	197 (9.8%)	265 (13.2%)	3.05	1.018
9	vetting sessions helped me identify strengths and areas for growth in my instructional planning and delivery.	899 (44.9%)	620 (31.0%)	301 (15.0%)	181 (9.0%)	3.12	0.974
10	vetting process positively impacted my understanding of curriculum objectives and standards.	900 (45%)	400 (20.0%)	600 (30.0%)	101 (5.0%)	3.05	0.974

Weighted Mean = 3.02 High

Source: Researcher's Field Survey, 2024

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KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation
Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 2 provides insights into the effectiveness of the vetting process for lesson notes within public senior secondary schools in Lagos State, shedding light on how principals' involvement impacts teachers' professional development and instructional quality. The data indicates that suggestions provided during the vetting process moderately enhance the alignment of lesson plans with educational goals and student needs (mean: 2.91). While the majority of teachers receive suggestions, there's an opportunity to ensure more consistent alignment to optimise lesson effectiveness and student learning outcomes. Moreover, vetting sessions are perceived as moderately encouraging teachers to reflect on their teaching practices and explore new instructional approaches (mean: 2.96). This suggests a positive impact on professional development, fostering a culture of reflection and innovation among teachers. However, there's potential to further cultivate reflective practices to deepen pedagogical insights and refine teaching strategies.

A significant highlight is that constructive feedback provided during the vetting process highly motivates teachers to incorporate more diverse and inclusive teaching strategies (mean: 3.05). This indicates a strong positive impact on teaching practices, fostering inclusivity, and catering to diverse student needs effectively. Furthermore, vetting sessions are highly effective in helping teachers identify strengths and areas for growth in their instructional planning and delivery (mean: 3.12). This shows the value of the vetting process in supporting teacher professional development and enhancing instructional quality.

Additionally, the vetting process positively impacts teachers' understanding of curriculum objectives and standards (mean: 3.05). This alignment with educational goals and standards ensures that teaching practices are in line with broader educational objectives, ultimately benefiting student learning outcomes. The weighted mean for the vetting of lesson notes across all items is calculated as 3.02, falling within the high range. Overall, the data suggests that the vetting process plays a crucial role in supporting teacher growth and enhancing instructional quality within public senior secondary schools in Lagos State. While there are areas for improvement, such as ensuring consistent alignment of lesson plans and fostering deeper reflective practices, the high weighted mean underscores the effectiveness of the vetting process in promoting professional development and improving teaching practices. By leveraging the strengths identified and addressing areas for enhancement, schools can further optimise the vetting process to support continuous improvement and ensure high-quality education for all students.

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Research Question Three: What is the level of problem-solving skills in public senior secondary schools in Lagos State?

Table 3: Problem-Solving Skills in Public Senior Secondary Schools in Lagos State

S/N	Item: My Principal's;	AL	S	R	N	Mean	SD
11	is adept at identifying and implementing solutions to enhance teaching and learning experiences.	386 (19.3%)	739 (36.9%)	433 (21.6%)	443 (22.1%)	2.53	1.038
12	fosters a problem-solving culture, encouraging open dialogue and collaborative solutions among staff.	623 (31.1%)	700 (35.0%)	398 (19.9%)	280 (14.0%)	2.83	1.021
13	proposes solutions that are practical, feasible, and consider the diverse needs of teachers and students.	429 (21.4%)	503 (25.1%)	641 (32.0%)	428 (21.4%)	2.47	1.052
14	problem-solving skills create a supportive and constructive work environment for teachers.	829 (41.4%)	237 (11.8%)	500 (25.0%)	435 (21.7%)	2.73	1.209
15	ability to solve instructional challenges positively impacts the professional growth of the teaching staff.	913 (45.6%)	376 (18.8%)	218 (10.9%)	494 (24.7%)	2.85	1.238
Weighted Mean = 2.68 Moderate							

Source: Researcher's Field Survey, 2024
KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation
Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 3 provides insights into the problem-solving skills demonstrated by principals in public senior secondary schools in Lagos State, shedding light on their ability to address various challenges related to teaching and learning. The data reveals that principals are perceived as moderately adept at identifying and implementing solutions to enhance teaching and learning experiences (mean: 2.53). While some efforts are made to address challenges, there's room for improvement in developing more effective problem-solving strategies to meet the diverse needs of teachers and students.

Furthermore, principals are seen as moderately fostering a problem-solving culture, encouraging open dialogue, and collaborative solutions among staff (mean: 2.83). While there's encouragement for collaborative problem-solving, the data suggests the potential for further efforts to promote a more robust problem-solving culture within schools. This could involve initiatives to facilitate greater teamwork and shared decision-making processes. However, the data indicates that there's a challenge in proposing solutions that are practical, feasible, and considerate of the diverse needs of teachers and students (mean: 2.47). This suggests a gap in the problem-solving approach, highlighting the importance of

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developing more comprehensive and inclusive strategies that address the varied needs of stakeholders within the school community. Despite these challenges, principals' problem-solving skills are perceived as contributing moderately to the creation of a supportive and constructive work environment for teachers (mean: 2.73). While there's a positive impact on the work environment, there's potential for further enhancement to foster a more supportive atmosphere conducive to professional growth and collaboration.

Moreover, the ability of principals to solve instructional challenges is seen as moderately positively impacting the professional growth of teaching staff (mean: 2.85). This highlights the importance of effective problem-solving in supporting continuous development and improving teaching quality within schools. The weighted mean for problem-solving skills across all items is calculated as 2.68, falling within the moderate range. In summary, while principals demonstrate moderate problem-solving skills, there's a clear need for further development in proposing practical and inclusive solutions and fostering a more robust problem-solving culture. By addressing these areas, principals can create a more supportive work environment, positively impact professional growth, and ultimately enhance teaching and learning experiences within public senior secondary schools in Lagos State.

Research Question Four: What is the level of principals' instructional supervision skills in public senior secondary schools in Lagos State?

Table 4: Level of Principals' Instructional Supervision Skills (Classroom Observation, Vetting Lesson Note and Problem-Solving Skills) in Public Senior Secondary Schools in Lagos State

Items	Always Freq(%)	Sometimes Freq(%)	Rarely Freq(%)	Never Freq(%)	Mean
Classroom Observation	681.6 (34.2%)	516.8 (25.8%)	349.6 (17.4%)	453 (22.6%)	2.71
Vetting Lesson Note	815.2 (40.7%)	610 (30.3%)	367.2% (18.6%)	208.6% (10.4%)	3.02
Problem-Solving Skills	636 (31.8%)	511 (25.5%)	438 (21.9%)	416 (20.8%)	2.68
Overall Weighted Mean= 2.80 Moderate					

Source: Researcher's Field Survey, 2024

Table 4 provides an overview of the level of principals' instructional supervision skills in public senior secondary schools in Lagos State, encompassing classroom observation, vetting lesson notes, and problem-solving skills. In terms of classroom observation, the data indicates that principals' supervision is perceived as occurring moderately, with a mean score of 2.71. This suggests that while principals conduct classroom observations, there's variability in the frequency, indicating potential for more consistent and comprehensive supervision practices to support teacher

professional development and instructional improvement.

Regarding vetting lesson notes, principals' supervision skills are rated higher, with a mean score of 3.02, falling within the moderate range. This suggests that principals are relatively effective in vetting lesson notes, providing valuable feedback, and supporting teachers in lesson planning and delivery. However, there's still room for improvement to ensure consistency and depth in the vetting process. In terms of problem-solving skills, the data indicates a moderate level of principals' proficiency, with a mean score of 2.68. This suggests that while principals demonstrate some ability to address challenges, there's potential for further development in proposing practical and inclusive solutions and fostering a more robust problem-solving culture within schools. Overall, the weighted mean across all items is calculated at 2.80, falling within the moderate range. This indicates a balanced perception of principals' instructional supervision skills, highlighting areas of strength as well as opportunities for improvement. By leveraging their strengths and addressing areas for enhancement, principals can play a crucial role in supporting teacher professional development and enhancing instructional quality within public senior secondary schools in Lagos State.

Content Analysis on the Response of Principals Interview

Regarding principals' instructional supervision skills in public senior secondary schools in Lagos State, principals provided self-assessments of their abilities in various areas, including classroom observation, vetting lesson notes, and problem-solving skills. Principals reported that they provide valuable insights into their teachers' teaching methods, offering constructive feedback following classroom observations that help teachers improve. They demonstrated a keen understanding of effective teaching practices during classroom observations and were accessible and approachable for discussions afterwards. Moreover, principals noted that they effectively identified areas of strength and areas for improvement through classroom observations, making suggestions to enhance the alignment of lesson plans with educational goals and student needs. During vetting sessions, principals reported that they encouraged teachers to reflect on their teaching practices and explore new instructional approaches. They provided constructive feedback that motivated teachers to incorporate more diverse and inclusive teaching strategies, identifying strengths and areas for growth in instructional planning and delivery.

Additionally, principals reported that they were adept at identifying and implementing solutions to enhance teaching and learning experiences. They fostered a problem-solving culture, encouraging open dialogue and collaborative solutions among staff. Principals proposed solutions that were practical, feasible, and considered the diverse needs of teachers and students, creating a supportive and constructive

work environment. Their ability to solve instructional challenges positively impacted the professional growth of the teaching staff.

Overall, principals' self-assessments during the interviews suggest a high level of instructional supervision skills in public senior secondary schools in Lagos State. Principals demonstrated competence in conducting classroom observations, providing constructive feedback, vetting lesson notes, and facilitating problem-solving discussions. This positive perception of their instructional supervision skills shows the importance of effective leadership in supporting teacher professional development and enhancing instructional quality within educational institutions.

Conclusion

This paper investigated the level of instructional supervision skills among principals in public senior secondary schools in Lagos State. The findings revealed a moderate level of proficiency across various aspects of instructional supervision, based on teacher responses, while principals themselves reported a higher level of proficiency in interviews. This suggests potential differences in perception between principals and teachers regarding the effectiveness of instructional supervision practices. The moderate proficiency level suggests that while principals possess some skills in overseeing teaching and learning processes, there is room for improvement. This highlights the importance of ongoing professional development for principals to strengthen their supervisory techniques and better support teachers, ultimately enhancing student outcomes. Collaboration between principals and teachers is also highlighted as crucial for effective leadership in schools. Supporting studies generally align with these findings, emphasising the importance of continuous training to enhance supervisory skills and address specific areas of improvement. However, some contradictory findings exist, suggesting variations in proficiency levels among principals and highlighting the influence of individual differences and contextual factors on instructional supervision effectiveness. Similarly, the proficiency of instructional supervision skills among principals shapes the teaching-learning dynamic, albeit with room for enhancement.

Recommendations

1. Educational stakeholders should develop a mentorship programme where experienced principals mentor newly appointed principals, focusing on enhancing instructional supervision skills through shadowing opportunities, peer learning sessions, and feedback mechanisms to bridge the gap between perceived and actual proficiency levels.
2. There should be an implementation of regular and targeted professional development programs focusing on instructional supervision. These programs should cover modern pedagogical techniques,

classroom management, and effective feedback mechanisms.
3. Collaborative planning and reflection sessions between principals and teachers should be encouraged. This collaboration should focus on instructional strategies, student performance, and curriculum development.

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