



Principals' Academic Leadership Approaches for Enhanced Teachers' Skill Acquisition in public Senior Secondary Schools in Obio/Akpor Local Government Area of Rivers State.

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Abstract

This study examined principals' academic leadership approaches for enhanced teachers' skill acquisition in public senior secondary schools within Obio/Akpor Local Government Area of Rivers State, Nigeria. Three objectives, research questions, and hypotheses guided the study. The study adopted a descriptive survey design. The population comprised 1,389 respondents 84 principals (including vice principals) and 1,305 teachers from 28 public senior secondary schools, while a sample of 138 (34 principals and 104 teachers) was selected using simple random sampling. Data were collected using validated self-structured questionnaire titled Principal Academic Leadership Approaches for Enhanced Teachers' Skill Acquisition Questionnaire (PALAETSAQ) which contained 15 items of the instrument. The reliability coefficient yielded 0.82, 0.84, and 0.80 using Cronbach Alpha statistics. Mean and standard deviation were used to answer the research questions, and z-test statistics at 0.05 significance was employed to test the hypotheses. Findings revealed that systemic supervision of instruction, structured mentorship, and rigorous evaluation of instruction significantly enhance teachers' skill acquisition to a high extent. No significant differences existed between principals' and teachers' responses on these leadership approaches. The study concluded that principals' effective instructional leadership fosters continuous professional growth, enabling teachers to apply innovative pedagogical strategies that improve student outcomes. It was recommended that principals should integrate skill-oriented supervision, organize structured mentoring programs, and implement diagnostic evaluations that promote reflective teaching that enhances teachers' skills acquisition.

Keywords: Academic leadership, Instructional supervision, Mentoring, Rivers State, Skill acquisition, Teacher evaluation

Introduction

Education is seen as the recognized driver of social and economic development. Thrust, the quality of teaching especially in senior secondary schools strongly determines students' preparedness for higher education and the labour market. However, in Rivers State, public senior secondary schools has continued to experience longstanding challenges which are inconsistent educational reform, frequent transfer of teachers, large class sizes, constrained resources, and uneven access to professional development. These issues have intensify the need

of a practicable school leadership capable of supporting teachers acquire skills that would transform students to compete globally with their counterpart. The principal as the leader of the school possesses the legitimate power to coordinate the entire secondary school activities and maintains a harmonious relationship with the teachers in order to ensure the success of school administration (Igoni, 2020). To certain extent, the principals' positions are beyond administrative duties, they are instructional leaders who shape school culture, set professional expectations, allocate opportunities for learning, and model pedagogical priorities. However, When principals adopt deliberate academic leadership approaches, such as systematic instructional supervision, structured mentoring, and rigorous teacher evaluation, they create conditions that support teachers to impact meaningfully to students in classroom practices. According to Nazir, Martin, and Shamas (2020) principal academic leadership create significant and positive impact concerning on school processes and teachers effectiveness. Empirical studies consistently demonstrate that schools with strong instructional leadership report higher teacher effectiveness and improved student performance (Ahmad et al., 2020). Conversely, weak or predominantly bureaucratic leadership can marginalize teacher learning and impinge innovative methods. Contemporary shifts in curriculum expectations, assessment practices, and educational technology make continuous teacher skills development essential. Especially with the current reform of secondary school curriculum that aimed at reducing subject overload and prepare student for modern job market. This reform brought about a shift away from the 6-3-3-4 structure to 12 years uninterrupted basic education with a new focus on skills, digital literacy and entrepreneurship. To achieve future expectation in line with new curriculum, this study therefore examines principal academic leadership approaches for enhanced teachers skill acquisition in public senior secondary schools in Rivers State.

Statement of the Problem

Teacher professional development and improved learning outcomes is the key to achieved a veritable education. In public senior secondary schools in Rivers State, it has been observed that many schools has continue to register unsatisfactory student performance and variability in teaching quality as a result of resources constraint and excessive workload pressure. Principals' academic leadership approaches appears to play a decisive role in enabling or constraining teachers' skill acquisition. Many principals remain preoccupied with administrative and compliance tasks and seems to leave little time to focus strategically for instructional leadership. Most times, Where principals do engage in observing teaching and learning, their approaches vary widely: some may implement irregular supervision that emphasizes record keeping over formative guidance; others may rely on symbolic professional

development that lacks follow-up whereas others may apply evaluative processes that are punitive rather than developmental. Also, there is evidence that mentoring programs, where they exist, are inconsistently organized and often fail to match novice teachers with experienced mentors who can model and coach effective practice undermine teachers' willingness and ability to acquire new skills. Despite the central role of principals in enhancing teacher improvement, empirical studies specifically examining principal's academic leadership approaches such as systematic instructional supervision, mentoring, and teacher evaluation on teachers' skill acquisition in Rivers State are limited. This gap poses concern to the researcher to examine principal's academic leadership approaches for enhanced teachers skill acquisition in Public senior secondary schools in Rivers State.

Conceptual clarification

Principal academic leadership approaches refers to the different models a school principals adopts in shaping teachers workplace behavior toward the attainment of educational goals.

It encompasses the approaches to which principals influences teachers, supports students, manages the curriculum and promotes a healthy workplace culture for effective skill acquisition.

Teacher skill acquisition is the process by whereby teachers are able to develop and improve the workplace competencies, attitudes, and practical abilities required to teach and manage students effectively. These skills are communication, technological, pedagogical, innovation and critical thinking, interpersonal, and curriculum Implementation. They can be acquired through continuous learning both pre-service (what a teachers does before entering the classroom) and in-service (on the act of teaching) in order to adapt to new teaching methods, technologies, curriculum changes, and diverse student needs which are necessary for effective classroom instruction and student development.

Systemic instructional supervision is a continuous, collaborative process through which school principals monitor, support, and develop teachers' classroom practice. Effective supervision goes beyond inspection; it combines classroom observation, focused feedback, co-planning, and follow-up coaching to help teachers refine lesson design, questioning techniques, assessment strategies, and classroom management. Onuma (2016) also noted that principals have the primary functions of carrying out effective instructional leadership practices for the improvement of diversified curriculum and quality of instructional programme for effective attainment of set school goals Principals who practise instructional supervision set clear instructional goals aligned with curriculum standards, use standardize observation frameworks

to ensure objectivity, and prioritize formative, evidence-based feedback that teachers can translate into concrete changes. Through this process, principals support teachers in developing more effective strategies that promote student understanding and academic success (Emanuel & Mwila, 2023). Regular cycles of observation and feedback create opportunities for incremental improvement: teachers test new strategies, receive timely critique, and reflect on outcomes. According to Okeke (2015), instructional supervision should not be viewed solely as a tool for evaluation, but as a collaborative effort that fosters professional growth and encourages reflective practice.

Structured mentoring according to Mullen and Klimaitis (2021) is the planned pairing of a more experienced person with a less experienced individual to help with the professional development of the latter to reduce teacher turnover. This can be carried out by pairing less experienced or struggling teachers with skilled or experienced colleagues targeted at accelerating professional growth.. A well-structured mentoring programme includes clear selection and training of mentors, defined mentoring goals, scheduled coaching sessions, classroom co-teaching or modelling, and reflective conversations that focus on concrete classroom challenges. Mentoring supports skill acquisition by providing scaffold learning. This assertion affirms Kutsyuruba and Godden (2019) statement that mentorship programs empower teachers and staff to effectively support students, improving overall academic and personal development. However, Army (2018) disclosed that Research on teacher professional development reveals that while teachers may learn new practices, they rarely apply them to their work. This is often due to lack of support during the implementation stage, including lack of encouragement and guidance when implementing new approaches in the classroom.conversely Onoyase and Onoyase (2022) buttressed that through mentoring, principals are able to offer advice, share professional experiences and provide feedback that helps teachers navigate the demands of the classroom and students' divers needs

Rigorous teacher evaluation is a systematic process for assessing teacher performance against defined standards, which when designed and implemented constructively can drive targeted skill development. Effective evaluation systems combine multiple evidence sources (lesson observations, student work, assessment data, and self-reflection) using tools such as teacher appraisal forms, classroom observation checklists, and peer reviews (Ofoegbu, 2014). These tools provide structured ways for school leaders to assess teaching effectiveness and offer constructive feedback to help teachers improve. Principals play a key role in carrying out these evaluations by observing classroom instruction, reviewing lesson delivery, and tracking student

progress over time (Ukeje, 2019). These mechanisms enables principals in identifying strengths, diagnosing development needs, and linking outcomes to professional learning plans. Principals who use evaluation diagnostically create individualized improvement pathways, set specific, measurable goals with teachers, and ensure follow-up support such as coaching, workshops, or peer collaboration.

Aim & Objectives of the Study

The study investigated principals' academic leadership approaches for enhanced teachers' skill acquisition in public Senior secondary schools in Obio/Akpor Local Government Area of Rivers State. Specifically, the study sought to:

1. examine the extent to which systemic supervision of instruction enhances teachers' skill acquisition in public Senior secondary schools in Obio/Akpor Local Government Area of Rivers State.
2. determine the extent to which structured mentoring of teachers enhances teachers' skill acquisition in public Senior secondary schools in Obio/Akpor Local Government Area of Rivers State.
3. ascertain the extent to which rigorous evaluation of instruction enhances teachers' skill acquisition in public Senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

Research Questions

The following research questions guided the study:

1. To what extent does systemic supervision of instruction enhance teachers' skill acquisition in public Senior secondary schools in Obio/Akpor Local Government Area of Rivers State?
2. To what extent does structured mentoring enhance teacher's skill acquisition in public Senior secondary schools in Obio/Akpor Local Government Area of Rivers State?
3. To what extent does rigorous evaluation of instruction enhance teachers' skill acquisition in public Senior secondary schools in Obio/Akpor Local Government Area of Rivers State?

Hypothesis

The following hypotheses were formulated at the 0.05 level of significance

1. There is no significant difference between the mean responses of principals and students on the extent to which systemic supervision of instruction enhance teachers' skill acquisition in public Senior secondary schools in Obio/Akpor Local Government Area of Rivers State

2. There is no significant difference on the extent to which structured mentoring enhance teachers' skill acquisition in public Senior secondary schools in Obio/Akpor Local Government Area of Rivers State
3. There is no significant difference between the mean responses of principals and students on the extent to which rigorous evaluation of instruction enhances enhance teachers' skill acquisition in public Senior secondary schools in Obio/Akpor Local Government Area of Rivers State

Methodology

The study adopted a descriptive survey research design with a of 1,389 respondents, which comprises 84 principals and 1,305 teachers in all the 28 public senior secondary schools in Obio/Akpor LGA of Rivers State. A sample size was 138 respondents, which consisted of 34 principals and 104 teachers in public senior secondary schools in Obio/Akpor. 40% was used to draw 34 principals, and 10% was used to draw 104 teachers.. The simple random sampling technique.was employed to draw principals and teachers from this respective schools. A self-structured questionnaire titled "Principal Academic Leadership Approaches for Enhanced Teachers Skill Acquisition Questionnaire (PALAETSAQ). The instrument contained 15- item questionnaire structured in a four-points rating scale level of Very High Extent (VHE)=4 Points, High Extent (HE) = 3 Points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point. The face and content validity of the instrument was determined by three expert judgement, Faculty of Education. Rivers State University. The reliability coefficient was determined using Cronbach alpha method which yielded reliability indexes of 82, 0.84 and 0.80. The researcher and the research assistants administered 138 questionnaires to the respondents and retrieved it on spot to avoid attrition. Mean and standard deviation were used to answer the research questions, while, z-test was used to test the hypotheses. Decisions were taken based on a decisive factor of the grand mean of 2.50. Items above the criterion mean of 2.50 denoted 'high extent' while below signified 'low extent'. Hypothesis was accepted when the calculated-z is higher than the table value of z, and rejected when the reverse is the case.

Results

Research Question 1: To what extent does systemic supervision of instruction enhance teacher's skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State?

Table 4.1: Mean Ratings of Principals and Teachers on the Extent Systemic Supervision of Instruction Enhance Teachers Skill Acquisition in Public Senior Secondary Schools in Obio/Akpor Local Government Area of Rivers State.

S/N	Item	Principals N=34			Teachers N=104		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
1	A clear guidance that contains strategies are provided to handle lesson plan.	2.98	1.03	HE	2.63	1.09	HE
2	Regularly visit for classrooms observation enables principals to provide support to a struggling teacher.	3.17	0.87	HE	3.01	0.90	HE
3	The feedback provided by my Principal helps me to improve my roles.	2.68	1.02	HE	2.90	1.06	HE
4	Follow-up meeting are organized to address observed teaching challenges	3.12	0.78	HE	2.88	0.83	HE
5	It makes teaching/learning process to be student-centered.	3.17	0.71	HE	3.11	0.69	HE
	Grand Mean/SD	3.02	0.88		2.91	0.91	

Data in Table 4.1 above for research question 1, revealed that all the questionnaire items 1, 2, 3, 4 and 5 had mean scores of 2.98, 3.17, 2.68, 3.12 and 3.17 with standard deviation 1.03, 0.87, 1.02, 0.78 and 0.88 for principals and 2.63, 3.01, 2.90, 2.88 and 3.11 with standard deviation 1.09, 0.90, 1.06, 0.83 and 0.69 for teachers. In summary with grand mean scores of 3.02 and 2.91 which are above the criterion mean of 2.50, this indicated that systemic supervision of instruction enhances teachers skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State to a high extent.

Research Question 2: To what extent does structured mentoring opportunities for teachers enhance teacher's skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State?

Table 4.2: Mean Ratings of Principals and Teachers on the Extent Structured Mentoring Opportunities for Teachers Enhance Teachers Skill Acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

S/N	Item	Principals N=34			Teachers N=104		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
11	Principal provides mentoring opportunities for teachers to enhance their instructional skills.	3.07	0.81	HE	3.05	0.85	HE
12	Experienced teachers are always encouraged to mentor less experienced.	3.17	0.80	HE	3.10	0.82	HE
13	The principal organizes workshops or seminars to build teachers' instructional capacity.	3.13	0.81	HE	3.08	0.85	HE

14	Mentoring provided in the school helps teachers meet students' academic needs.	3.00	0.95	HE	2.94	0.87	HE
15	Mentorship received by teachers helps them to adopt best practices in curriculum implementation.	3.00	0.88	HE	3.03	0.90	HE
Grand Mean/SD		3.07	0.85		3.04	0.86	

Data in Table 4.2 above for research question 3, revealed that all the questionnaire items 11, 12, 13, 14 and 15 had mean scores of 3.07, 3.17, 3.13, 3.00 and 3.00 with standard deviation 0.81, 0.80, 0.81, 0.95 and 0.88 for principals and 3.05, 3.10, 3.08, 2.94, 3.03 with standard deviation 0.85, 0.82, 0.85, 0.87 and 0.90 for teachers. In summary with grand mean scores of 3.07 and 3.04 which are above the criterion mean of 2.50, this indicated that mentoring opportunities for teachers enhances teachers skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State to a high extent.

Research Question 3: To what extent does rigorous evaluation of instruction enhances teachers skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State?

Table 4.3: Mean Ratings of Principals and Teachers on the Extent Rigorous Evaluation of Instruction Enhance Teachers Skill Acquisition in Public Senior Secondary Schools in Obio/Akpor Local Government Area of Rivers State.

S/N	Item	Principals N=34			Teachers N=104			Decision
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision	
6	Evaluation are conducted regularly based on agreed performance standards.conducts periodic assessments of teaching effectiveness..	3.25	0.65	HE	3.09	0.50	HE	
7	Evaluations are techniques used to identify teachers professional deficiency	3.00	0.58	HE	2.77	0.69	HE	
8	Evaluation of school principals helps to teachers to integrate best practices during pedagogical delivery.	2.95	0.62	HE	2.69	0.60	HE	
9	Principal uses evaluation results to recommend appropriate training opportunities for teachers	3.19	0.76	HE	3.30	0.72	HE	
10	Teachers receive guidance from the principal based on instructional evaluation	3.16	0.84	HE	3.12	0.83	HE	
Grand Mean/SD		3.11	0.69		2.99	0.67		

Data in Table 4.3 above for research question 2, revealed that all the questionnaire items 6, 7, 8, 9 and 10 had mean scores of 3.25, 3.00, 2.95, 3.19, and 3.16 with standard deviation 0.65,

0.58, 0.62, 0.76 and 0.84 for principals and 3.09, 2.77, 2.69, 3.30 and 3.12 with standard deviation 0.50, 0.69, 0.60, 0.72 and 0.83 for teachers. In summary with grand mean scores of 3.11 and 2.99 which are above the criterion mean of 2.50, this indicated that rigorous evaluation of instruction enhances teachers skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State to a high extent.

Test of Hypotheses

H₀₁: There is no significant difference between the mean ratings of principals and teachers on the extent to which systemic supervision of instruction enhances teacher's skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

Table 4.4: z-test Analysis of Difference Between the Mean Ratings of Principals and Teachers on the Extent Systemic Supervision of Instruction Enhance Teachers Skill Acquisition in Public Senior Secondary Schools in Obio/Akpor Local Government Area of Rivers State.

Respondents	N	$\bar{X}$	SD	Df	SL	z-cal.	z-crit.	Decision
Principals	34	3.02	0.88	136	0.05	0.61	± 1.96	H ₀₁ Failed to Reject No Significant Difference
Teachers	104	2.91	0.91					

Table 4.4 shows a summary of mean, standard deviation and z-test of difference between the mean ratings of principals and teachers on the extent to which systemic supervision of instruction enhance teachers skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State. The z-test calculated stood at 0.61 while the z-critical value was ± 1.96 , using 136 degree of freedom at 0.05 level of significance. Since the z-calculated was less than the z-critical, the null hypothesis was accepted. This shows that there is no significant difference between the mean ratings of principals and teachers on the extent to which systemic supervision of instruction enhance teachers skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

H₀₂: There is no significant difference between the mean ratings of principals and teachers on the extent to which structured mentoring opportunities enhance teacher's skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

Table 4.5: z-test Analysis of Difference Between the Mean Ratings of Principals and Teachers on the Extent Structured Mentoring Opportunities Enhance teacher's skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

Respondents	N	$\bar{X}$	SD	Df	SL	z-cal.	z-crit.	Decision
Principals	34	3.07	0.85	136	0.05	0.30	± 1.96	Ho ₃ Failed to Reject No Significant Difference
Teachers	104	3.04	0.86					

Source: Researcher's Field Study (2025)

Table 4.5 shows a summary of mean, standard deviation and z-test of difference between the mean ratings of principals and teachers on the extent to which systemic mentoring opportunities enhance teachers skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

The z-test calculated stood at 0.30 while the z-critical value was ± 1.96 , using 136 degree of freedom at 0.05 level of significance. Since the z-calculated was less than the z-critical, the null hypothesis was accepted. This infers that there is no significant difference between the mean ratings of principals and teachers on the extent to which mentoring opportunities enhance management of students' diverse needs in public secondary schools in Obio/Akpor Local Government Area of Rivers State.

Ho₃: There is no significant difference between the mean ratings of principals and teachers on the extent to which rigorous evaluation of instruction enhances teacher's skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

Table 4.6: z-test Analysis of Difference Between the Mean Ratings of Principals and Teachers on the Extent Rigorous Evaluation of Instruction enhance teachers skill acquisition in public senior Secondary Schools in Obio/Akpor Local Government Area of Rivers State.

Respondents	N	$\bar{X}$	SD	Df	SL	z-cal.	z-crit.	Decision
Principals	34	3.11	0.69	136	0.05	0.86	± 1.96	Ho ₂ Failed to Reject No Significant Difference
Teachers	104	2.99	0.67					

Table 4.6 shows a summary of mean, standard deviation and z-test of difference between the mean ratings of principals and teachers on the extent to which evaluation of instruction enhances teachers skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State. The z-test calculated stood at 0.86 while the z-critical value was ± 1.96 , using 136 degree of freedom at 0.05 level of significance. Since the z-calculated was less than the z-critical, the null hypothesis was accepted. This indicated that there is no significant difference between the mean ratings of principals and teachers on the extent to which rigorous evaluation of instruction enhances teachers skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

Discussion of Findings

Extent Systemic Supervision of Instruction Enhance Teachers Skill Acquisition in Public Senior Secondary Schools in Obio/Akpor Local Government Area of Rivers State.

Findings on research question 1 on Table 4.1 revealed that supervision of instruction enhances enhance teacher's skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State to a high extent with grand mean scores of 3.02 and 2.91. Hypothesis 1 on Table 4.5 showed that there was no significant difference between instruction enhance teachers skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State with z-calculated value of 0.61 which was less than z-critical value of ± 1.96 . This finding is in consonance with Okeke (2015), who stated that instructional supervision is not just a tool for evaluation but a collaborative process focused on professional development. When done well, it fosters a school culture centred on trust, learning, and shared responsibility. Teachers feel supported rather than judged, which increases motivation and growth. Effective supervision ultimately leads to better instruction and improved student achievement.

Extent Structured Mentoring Opportunities Enhance Teachers Skill Acquisition in Public Senior Secondary Schools in Obio/Akpor Local Government Area of Rivers State.

Findings on research question 2 on Table 4.2 revealed that structured mentoring opportunities for teachers enhance teacher's skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State to a high extent with grand mean scores of 3.07 and 3.04. Hypothesis 3 on Table 4.7 showed that there was no significant difference between the mean ratings of principals and teachers on the extent to which mentoring opportunities enhance teachers skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State with z-calculated value of 0.30 which was

less than z-critical value of ± 1.96 . This finding is in line with Onoyase and Onoyase (2022), who buttressed that through mentoring, principals can offer advice, share professional experiences and provide feedback that helps teachers navigate the demands of the classroom and students' diverse needs. When principals invest in mentoring, they not only strengthen individual teachers but also enhance overall school performance.

Extent Rigorous Evaluation of Instruction Enhance Teachers Skill Acquisition in Public Senior Secondary Schools in Obio/Akpor Local Government Area of Rivers State.

Findings on research question 3 on Table 4.3 revealed that evaluation of instruction enhances teacher's skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State to a high extent with grand mean scores of 3.11 and 2.99. Hypothesis 3 in Table 4. showed that there was no significant difference between the mean ratings of principals and teachers on the extent to which evaluation of instruction enhance teachers skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State with z-calculated value of 0.86 which was less than z-critical value of ± 1.96 . This finding corroborates with Ukeje (2019), who asserted that the principals play a key role in carrying out these evaluations by observing classroom instruction, reviewing lesson delivery, and tracking student progress over time. Also in support.

Conclusion

Based on the findings of this study, it was concluded that systemic supervision of instruction, rigorous evaluation of instruction and structured mentoring opportunities of teachers enhance teachers skill acquisition in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State to a high extent. Through these processes, principals can ensure that teachers are implementing appropriate interventions and differentiating instruction and approaches to meet the unique needs of each student.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Principals should ensure that supervision not only emphasize curriculum coverage but also the use of diverse teaching methods tailored to the varied learning abilities and interests of students.
2. Principals should ensure that evaluation practices go beyond grading students' academic outputs to assessing whether teaching methods address students' diverse cognitive, emotional, and social needs.

3. Principals can also organize professional learning communities (PLCs) where teachers collaborate to develop lesson plans and share approaches for managing students with different abilities and interest.

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