

IRJTP

INTERNATIONAL
RESEARCH JOURNAL OF
**TRANSDISCIPLINARY
PERSPECTIVES**

VOLUME 2 ISSUE 2, 2026

E-ISSN: 3121-9071

 **CHRONIVA
PUBLISHERS**

Indexed:  DOAJ  Google Scholar 



RELATIONSHIP BETWEEN PRINCIPALS' SUPERVISORY SKILLS AND EFFECTIVE TEACHING OF ECONOMICS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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Abstract

The study examined the relationship between principals' supervisory skills and effective teaching of Economics in public secondary schools in Anambra State. Two research questions and two null hypotheses were tested at 0.05 level of significance. The literature was reviewed under conceptual review, theoretical framework and empirical studies. The study adopted a correlational research design. The population of the study comprised of 342 Economics teachers in 267 public secondary schools in Anambra state. The sample of the study comprised of all 342 economics teacher. The instruments for data collection were two questionnaires structured by the researcher and titled "Principals' Supervisory Skills Questionnaire (PSSQ)" and "Effective Teaching of Economics Questionnaire (ETEQ)". The instruments were subjected to face and construct validity by three experts. The reliability of the instruments was established using Cronbach's Alpha techniques and the average coefficient were established at 0.83 for "Principals' Supervisory Skills Questionnaire (PSSQ)" and 0.86 for effective teaching of economics. The researcher visited the sampled schools with the aid of six research-assistants who were briefed and given proper orientation on how to administer and retrieve the copies of the questionnaire to the teachers in their respective schools. Pearson Product Moment Correlation Coefficient method was used for data analysis. The study reviewed that communication skills and classroom visitation skills are positive and significant correlates on effective teaching of economics. The study concluded that principals' supervisory skills fosters effective teaching of Economics. Based on the findings the study recommended that principals in public secondary schools in Anambra state should prioritize the development of their communication skills to enhance effectiveness teaching of Economics through training programs, workshops and coaching.

Keywords: education, principals, secondary, schools, Nigeria, economics, skills, Anambra, State



INTRODUCTION

School is an institution established for the purpose of teaching and learning. It is a place where pupils and students are refined and where formal education is given to the youths of the society. The successful coordination of instructional and administrative task within the school system depends largely on human factors. Roser and Ortiz-Ospina (2019) defined school as an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers. Schools are majorly categorized under primary, secondary and tertiary. These various categories play predominant roles in ensuring that recipients acquire meaningful ethics, especially at the secondary school stage.

In secondary school, one receives training generally under the junior secondary classes and chooses an area of specialty from the senior secondary classes. These areas include sciences, arts and commercial in some cases. Secondary school according to Obasi (2018:pg5) are educational institutions which have been established for building human potentials for capacity development in Nigeria. The researcher stressed that the secondary schools all over the country are among institutions for educating people. The Federal Republic of Nigeria (2017) highlighted the specific objectives of secondary school education to include: providing all primary school leavers with the opportunity for education at a higher level, irrespective of sex, social status, religious or ethnic background, offering diversified curriculum to cater for the differences in talents, opportunities and future roles; providing trained manpower in the applied science, technology and commerce at sub-professional grades; developing and promoting Nigerian languages, arts and culture in the context of world's cultural heritage; inspiring students with a desire for self-improvement and achievement of excellence, foster national unity with an emphasis on the common ties that unite us in our diversity; raising a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens and providing technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. It is important that an enabling environment be put in place for effective teaching to achieve the objective.

Teaching is a transformational process that involves the transfer of knowledge and skills from a more experienced individual (teacher) to the learner. Teaching fosters behavioral change in the learner. Teaching is a set of events designed to initiate, activate and support learning (Koko, 2019). Teaching involves all activities that are geared toward the transfer of knowledge. Teaching is a profession that requires training on the part of the person-who wants to be a teacher. Abimbola (2023) stated that it is a process of facilitating students' learning through a proper management, by the teacher, of the interrelationships among the students' interests, the content for learning and the methods and material the teacher intends to use in the teaching. Ibrahim and Abdalraheem (2016)



defined teaching as a process by which the learner is made to learn a given subject matter in accordance with pre-determined goals or objectives. A triad method involving the teacher, students and the subject matter. Teaching outcome results in to the interaction of the three elements, which results into learning. Teaching cannot be said to have taken place except learning has taken place. It means that learning which is epitomized in change in behaviour is the outcome of teaching. Azubuike (2023) opined that for teaching to be effective, a teacher must use a variety of productive methods, materials and teaching strategies. The author adds that teachers who do that are always friends to the students, because their lesson periods are usually interesting, eventful and sufficiently motivating to the learners who look forward to his or her lessons with enthusiasm.

Teaching is carried out in various dimensions but not all teaching activities are considered as effective because effective teaching must be conducted in a systematic way, involving teacher making it possible for learner to learn simple thing, it should be objective based and also improve the continuous assessment of students. It is stated that effective teaching refers to the process of stimulating desirable learning outcomes and produce positive student's academic achievement. Effective teaching is polymorphic processes which enable the teacher employed learning outcomes successfully with many different types of activities accruing at different stages, these activities include explaining, reading, writing, evaluation and so on. Moreover, Effective teaching is defined as an intelligent knowledge based activity which is conducted systematically from simple to complex, known to unknown, easy to difficult task, concrete to abstract and general to specific. Furthermore, Maduewesi and Aboho (2016) observed that for teaching to be effective, the teacher should possess thorough knowledge of the subject matter, have the ability to demonstrate the competence in communicating that knowledge of subject matter to the students, also demonstrate ability to apply a variety of teaching skills in order to explain economics concepts.

Economics is a study of man in the ordinary business of life; it enquires how man gets his income and how he uses it. Thus, it is on one side, the study of wealth and on the other and more important side, a part of the study of man. Economics is a science which studies human behaviour as a relationship between ends and scarce means which have alternative uses .Based on findings, economics is the science that studies the process and institutions whereby the limitless human wants are satiable within the limits imposed by availability of resources which have alternative uses; it shows how scarce resources can be used to increase wealth and human welfare. Economics is important because it can answer questions such as what causes inflation and why are people unemployed? Economics is the study of labour, land, investments of money, income, production, taxes and government expenditures. Economics is the study of how societies use scarce resources to produce valuable commodities and distribute them among people. Based on findings, economics is a social science that seeks to analyze and describe the production, distribution, and consumption of wealth.



As the world continually focuses on business, it takes economists to help decipher trends and to help make good financial decisions. Economics give room for both individuals and institutions to adequately manage scarce resources and to ensure the even distribution and allocation of resources to various units that will bring about development. Teaching economics to students in a clear and unbiased manner supports beginner students, master the essential principles of understanding the economizing problem, specific economic issues, help the student to understand and apply economics in a precise and empirical manner on economic issues and promote a lasting student interest in issues of economics. According to FRN (2017), Economics is one of the elective subjects to be studied at the Senior Secondary School level as presented by the National Policy on Education, developed by the Comparative Education Study and Adaptation Centre and now reviewed by the Nigerian Educational Research and Development Council. Teaching Economics like every other subject requires a good quality teaching to help gain the attention of the students and to further explain concepts for a better understanding. The effectiveness of economics teaching in public secondary schools seems to be compromised due to inadequate principal supervisory skills, leading to poor teacher performance, low students' achievement, and a lack of enthusiasm for the subject (Adejumo, 2020; Ofoegbu, 2020) However, many principals lack the necessary supervisory skills to effectively monitor, evaluate, and develop the instructional practices of economics teachers (Okoro, 2020). This gap in principal supervisory skills may hinders the provision of quality economics education, ultimately affecting students' understanding of economic concepts and their ability to apply them in real-life situations (Umeozor, 2020). Obuakor et al., (2021) pointed out that the principal is the chief administrator in the secondary sector that is saddled with the task of planning, coordination, supervision, decision-making and motivation of staff to ensure the realization of the school's objective. The principal is the head of a secondary school charged with the responsibilities of overseeing the day-to-day administrative and instructional activities of a given secondary school. The principal oversees the day-to-day instructional activities through supervision.

Supervision is the administrative task of overseeing, guiding, controlling and leading the day-to-day activities of subordinates in the workplace. Ashun (2022) defined supervision as a collaborative effort involving a set of activities designed to improve the teaching and learning process. It entails observing the activities of teachers to assist and guide them in performing their duties. Owoyale-Abdulganiy and Bibire (2022) defined supervision as the process of overseeing the work of teachers to assist them to solve their instructional problems so that students can benefit maximally from classroom activities. The authors added that the principal supervises teachers by checking their scheme of work and lesson notes, making sure they go to classes regularly, checking absenteeism, rewarding hardworking teachers and punishing the indolent ones. It is a device for assisting, guiding and encouraging for improving their knowledge for instructional delivery. Ivagher et al., (2021) opined that supervision is all the conscious efforts of designated officials to



co-ordinate and directs the activities in an educational system with a view to improving teaching and learning. Agu et al., (2022) defined supervision as planned and systematic monitoring of subordinates and providing professional guidance and assistance to them in order to ensure the successful implementation of the formal or informal curriculum in the school. Supervision provides a forum for interactions between principals and teachers to identify and discuss measures to overcome classroom problems.

Supervision is designed to support, correct and motivate teachers to enhance the process of teaching to accomplish educational goals and objectives. Okpe (2018) noted that supervision of the teachers' instructional activities is imperative due to the fact that it helps in guiding, directing and stimulating their professional growth to improve teaching and learning in the classroom. Elujekwute et al., (2021) noted that, the principal in carrying out supervisory duties; assists the teacher to perform effectively in the areas of the lesson plan and lesson notes preparation before lesson delivery, good use of teaching aids and ensuring effective records keeping. The overseeing of teachers' classroom activities requires special supervisory skills.

Supervisory skills are the capacities to oversee instructional activities to guide, direct and improve the effectiveness of the teaching and learning process. Obuakor et al., (2021) noted that supervisory skills are vital competencies and proficiencies required of a principal for overseeing, coordinating and managing the activities of both students and members of staff. Supervisory skills refer to those personal and professional abilities, knowledge and competencies that principals use in the monitoring of teachers to achieve educational goals. Supervisory skills are the practical knowledge and experience required to ensure that principals carry out their duties effectively. It is the capabilities and expertise to manage, monitor and regulate teachers in their performance of their teaching duties. Asuquo & Ngaji (2021) defined supervision as the process of leading, influencing, inspiring and motivating others to attain predetermined goals. Supervisory skills are the abilities to inspire and show others the path to achieving set goals and objectives. The supervisory skills of principals enable them to lead and energize subordinates to put substantial efforts into performing their duties. Danbaba and Panshak (2021) noted that principals by virtue of their supervisory skills, tend to develop and support teachers, create constructive working conditions, effectively allocate the resources, formulate appropriate organizational policies and systems and get involved in other kinds of in-depth and meaningful work, outside the classroom setting. Supervisory skills are the competencies and capabilities of school administrators to effectively discharge their duties and guide others toward putting significant efforts to achieve set educational goals. Ogunsaji cited in Okpe (2018) identified supervisory skills as follows: communication skills, conflict resolution skills, leadership skills, critical thinking skills, interpersonal skills, time and priority management skills and problem-solving skills. Similarly, Asoquo & Ngaji (2021) outlined various supervisory skills to includes; communication, problem-solving, leadership, development, resourcefulness, empathy, decision-making, time management, delegation, budgeting, technical and human.



However, four supervisory skills; communication, classroom visitation, decision-making and motivation were adopted for the study.

Communication is the dissemination of information, expression of feelings and exchange of ideas between two or more people. The exchange of information and ideas between the school administrators and members of staff requires communication skills. Thompson and Ofojebe (2020), communication skills are the abilities or competencies of principals to exchange ideas and disseminate information to their subordinates in a timely and accurate manner. Egboka and Alike (2018), opined that communication skills are the competencies, techniques and abilities to expertly disseminate information or express feelings, thoughts or ideas from one person to another or a group of people for mutual understanding to attain common goals. The use of communication skills enables principals to promote interaction which establishes a mutual relationship for peaceful co-existence of members of staff. Manafa (2018) noted that communication skills entail speaking appropriately to people while maintaining good eye contact, eloquent speech with tailored language, listening effectively, writing clearly with concise language, being confident, friendliness, empathetic, use of question, open-mindedness and presenting your ideas appropriately. The use of clear and concise language in discussing and questioning teachers during supervision facilitates the smooth exchange of ideas to solve classroom problems through classroom visitation.

Classroom visitation or observation is a supervisory skill in which the principals visit the classroom and observe teachers delivery of the instruction taking account of their mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among others. Elujekwute (2019) opined that classroom visitation focuses on the individual empowerment of the teachers. This is because they play a great role in encouraging teachers to focus on learning and delivery of knowledge to students as opposed to the situation of handing out assignment and undertaking classroom duties in a mechanical manner. This is attributed to the fact that they are conscious to the reality that their delivery in class is being monitored in the wake of classroom visitation by the supervisor. Similar to this, Iloh et al (2016) pointed out that classroom observation involves practicality in real classroom situation, whereby the supervisee, presents what he or she had prepared for his or her lesson, utilizing various teaching methodologies, instructional materials, interacting with the learners, jotting salient points on the instructional board, assessing the students using both formative and summative evaluations, coordinating class activities, while the supervisor (principal) inspects, observes and evaluates what and how the instructor has performed. Classroom visitation is not an avenue for fault-finding in the classroom teaching process before the students but a platform for principals to involve teachers in the process of improving upon their shortcomings. After the classroom observation, the objective of the visitation could not be said to have been achieved unless, heads provide professional guidance and assistance to help teachers improve on their instructional delivery. This is because the essence of supervision



is not to witch-hunt teachers but to provide professional help for them to improve in delivery of teaching task. The deficiency of teachers observed during instructional supervision could be handled.

In recent times, the focus of supervision is on the attainment of set educational goals which is students learning through teaching. Modern supervision should therefore be focused on assisting teachers in educating school children, helping teachers in the course of their professional growth, exhibiting cooperative spirit for team work, showing how best to use teaching materials, directing teachers on how to improve on the appropriate teaching methods, helping teachers to adopt proper methods of evaluating students, helping in curriculum improvement as well as assisting teachers on how to plan their work and evaluate themselves. Examining principals' supervisory skills is crucial for achieving the primary goals of supervision, which are to enhance teaching and learning, and support staff in delivering efficient and effective instruction. By maximizing the effectiveness of supervision, schools can ultimately improve teaching quality, leading to better student outcomes. Hence, the study deems it necessary to investigate principals' supervisory skill as correlates of effective teaching of economics in public secondary schools in Anambra State. It is this gap in knowledge that this study tends to fulfill.

Statement of the Problem

The effective teaching of economics in public secondary schools in Anambra State is characterized by some inadequacies which may be as a result of poor teaching. Needless to say, principals' supervisory skills play a crucial role in promoting effective teaching and learning. With the exception of a few Nigerian written Economics textbooks that are accessible, others have become obsolete textbooks and cannot serve the need of modern teaching of economics in secondary schools. These, attributed to the fact that it is difficult to translate the ideas of some economics concepts and theories into practical realities has become worrisome to education stakeholders. The outcome of these problems is that most students rely so much on examination malpractice to succeed in external examinations, like West African Examination council (WAEC) National Examination Council (NECO), National Business and Technical Examination Board (NABTEB) and University Tertiary and Matriculation Examination (UTME).

This may be so because supervisory skills aimed at correcting observed lapses of teachers with a view to achieving the stated goals and objectives of the school may be failing. This is why the researcher deemed it important to investigate principals' supervisory skills and effective teaching of economics in public secondary schools in Anambra State.



Purpose of the Study

The purpose of the study is to examine the relationship between principals' supervisory skills and effective teaching of economics in public secondary schools in Anambra State, Nigeria. Specifically, the study seeks to:

1. determine the extent of relationship between principals' communication skills and effective teaching of economics in public secondary schools in Anambra State.
2. establish the extent of relationship between principals' classroom visitation skills and effective teaching of economics in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study

1. What is the extent of relationship between principals' communication skills and effective teaching of economics in public secondary schools in Anambra State?
2. What is the extent of relationship between principals' classroom visitation skills and effective teaching of economics in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between communication skills and effective teaching of economics in public secondary schools in Anambra State.
2. There is no significant relationship between classroom visitation skills and effective teaching of economics in public secondary schools in Anambra State.

Methodology

The study adopted a correlational research design. The area of the study is Anambra state. There six educational zone in Anambra State which are Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. The population for this study comprised 342 Economics teachers in 267 public secondary schools in Anambra State. A sample of 342 Economics teachers in 267 public secondary schools in the six education zones in the State was used for the study. Two structured instruments by the researcher titled "Principals' Supervisory Skills Questionnaire (PSSQ)" and "Effective Teaching of Economics Questionnaire (ETEQ)" were used for data collection.



The first instrument Principals' Supervisory Skills Questionnaire (PSSQ) has two sections; Section A and B. section A contains the demographic information of the respondents while Section B is arranged in four clusters of communication skill and classroom visitation skill with ten items in each. The instrument is made up of 20 items eliciting information from the respondents on principal supervisory skills and is structured using 4- point type scale weighed as follows: Very High Extent (VHE) (4), High Extent (HE) (3), Low Extent (LE) (2) Very Low Extent (VLE) (1). The second instrument was titled "Effective teaching of Economics Questionnaire (TEQ)" is made up of 10 items eliciting information from the respondents on Teaching of Economics. Two structured instruments by the researcher titled "Principals' Supervisory Skills Questionnaire (PSSQ)" and "Effective Teaching of Economics Questionnaire (ETEQ)" were subjected to face and construct validity. One expert from Economics education, one from educational management and one from measurement and evaluation, all from faculty of Educations, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus validated the instruments. The reliability of the instruments was established by conducting a trial test using 20 teachers drawn from Enugu State which is outside the researchers' area of the study. Five public secondary schools were used for the trial study, which were chosen because they shared similar characteristic with Anambra State. Direct method was used to administer copies of instrument by the researcher and six briefed research assistants. The data collected was analyzed using Pearson product moment correlation coefficient for both the research questions and hypotheses. In answering the research questions, the coefficient (r) and the size of the relationship was interpreted using the interpretation of correlation coefficient based on Schober et al (2018) as shown;

0.0 to 0.09 = Negligible Correlation Coefficient

0.10 to 0.39 = weak Correlation Coefficient

0.40 to 0.69 = Moderate relationship

0.70 to 0.89 = Strong relationship

0.90 to 1.00 = Very strong relationship

The null hypotheses were tested at 0.05 level of significance and the decision rule is if the P -value is less than the significance level ($\alpha = 0.05$), REJECT the null hypothesis in favour of the alternative and If the P -value is greater than the significance level ($\alpha = 0.05$) fail to reject the null hypotheses.

PRESENTATION AND ANALYSIS OF DATA

This chapter dealt with the presentation of results and the analysis of data collected for the study. The data obtained from the field by the researcher were presented and analyzed in relation to the research questions and hypotheses in the study.



Analysis of Research Questions

Research Question One: What is the extent of relationship between principal's communication skills and effective teaching of economics in public secondary school in Anambra State?

Table 1: Summary of Pearson correlation analysis on the extent of relationship between principal's communication skills and effective teaching of economics in public secondary school in Anambra State.

		Correlations		
		Principal's communication skill	Effective teaching of economic	Remark
Principal's communication skill	Pearson Correlation	1	0.51**	
	Sig. (2-tailed)		0.00	moderate positive correlation
	N	326	326	
Effective teaching of economic	Pearson Correlation	0.51**	1	
	Sig. (2-tailed)	0.00		
	N	326	326	

** . Correlation is significant at the 0.05level (2-tailed).

Analysis from Table 1 showed that there is a moderate positive correlation between principal's communication skills and effective teaching of economics in public secondary school in Anambra State. This finding is as a result of the 'r' being positive with the value $r = 0.51$ and $n = 326$. Thus, the study concluded that there exist a moderate positive correlation between principal's communication skills and effective teaching of economics in public secondary schools in Anambra State

Research Question Two: What is the extent of relationship between principals' classroom visitation skills and effective teaching of economics in public secondary schools in Anambra State, Nigeria?



Table 2: Summary of Pearson correlation analysis on the extent of relationship between principals' classroom visitation skills and effective teaching of economics in public secondary schools in Anambra State, Nigeria.

		Correlations		
		principals' classroom visitation skills	effective teaching of economics	Remark
principals' classroom visitation skills	Pearson Correlation	1	0.88**	
	Sig. (2-tailed)		0.00	strong positive correlation
	N	326	326	
effective teaching of economics	Pearson Correlation	0.88**	1	
	Sig. (2-tailed)	0.00		
	N	326	326	

** . Correlation is significant at the 0.05level (2-tailed).

Analysis from Table 2 showed that there is a strong positive correlation between principals' classroom visitation skills and effective teaching of economics in public secondary schools in Anambra State. This finding is as a result of the 'r' being positive with the value $r = 0.88$ and $n = 326$. Thus, the study concluded that there exists a strong positive correlation between principals' classroom visitation skills and effective teaching of economics in public secondary schools in Anambra State.

Hypotheses Testing

Hypothesis One: There is no significant relationship between principals' communication skills and effective teaching of economics in in public secondary schools in Anambra State



Table 3: Test of significance of Pearson correlation analysis on the relationship between principals' communication skills and effective teaching of economics in public secondary schools in Anambra State

		Communication skills	Effective teaching of Economics	Decision
Communication skills	Pearson Correlation	1	0.51**	
	Sig. (2-tailed)		0.00	Significant
	N	326	326	
Effective teaching of Economics	Pearson Correlation	0.51**	1	
	Sig. (2-tailed)	0.00		
	N	326	326	

** . Correlation is significant at the 0.05level (2-tailed).

The result of test of Pearson Product-Moment Correlation Coefficient from the Table 5 above showed a significant relationship between principals' communication skills and effective teaching of economics in public secondary schools in public secondary schools in Anambra State with $r = 0.51^{**}$ $n = 326$ and $p\text{-value} = 0.00$. Since $p\text{-value} (0.00)$ is less than 0.05 , the study rejects the null hypothesis and conclude that there is a significant relationship between principals' communication skills and effective teaching of economics in public secondary schools in Anambra State.

Hypothesis Two; There is no significant relationship between principals' classroom visitation skill and effective teaching of economics in public secondary schools in Anambra State

Table 4: Test of significance of Pearson correlation analysis on the relationship between principals’ classroom visitation skill and effective teaching of economics in public secondary schools in Anambra State

		principals’ classroom visitation skill	effective teaching of economics	Decision
principals’ classroom visitation skill	Pearson Correlation	1	0.88**	
	Sig. (2-tailed)		0.00	Significant
	N	326	326	
effective teaching of economics	Pearson Correlation	0.88**	1	
	Sig. (2-tailed)	0.00		
	N	326	326	

** . Correlation is significant at the 0.05level (2-tailed).

The result of test of Pearson Product-Moment Correlation Coefficient from the Table 6 above showed a significant relationship between principals’ classroom visitation skill and effective teaching of economics n public secondary schools in Anambra State with $r = 0.88^{**}$ $n = 326$ and $p\text{-value} = 0.00$. Since $p\text{-value} (0.00)$ is less than 0.05 , the study rejects the null hypothesis and concludes that there is a significant relationship between principals’ classroom visitation skill and effective teaching of economics in public secondary schools in Anambra State.

Discussion of the Findings

Relationship between principals’ communication skills and effective teaching of economics in public secondary schools in Anambra State.

The findings of this study reveal a moderate positive and significant relationship between principals' communication skills and effective teaching of economics in public secondary schools in Anambra state ($r=0.51$, $p=0.00$). This suggests that principals' communication skills play a crucial role in enhancing the teaching and learning of economics in these schools. Interestingly, this finding appears to diverge from the findings of Ndubueze and Oputa (2021), who found no significant difference in the communication styles of principals and administrative effectiveness in public secondary schools in Onitsha North Local Government Area in Anambra state ($F 2, 3 = 9.55$ is greater than $F_{cal} = 0.563$ at 0.05 level of significance). However, Ndubueze and Oputa



(2021) also noted that the communication styles of principals were sufficient to facilitate effective administration in the schools. While the two studies seem to have conflicting findings, a closer examination reveals that they actually complement each other. The present study focused specifically on the relationship between principals' communication skills and effective teaching of economics, whereas Ndubueze and Oputa (2021) explored the broader relationship between principals' communication styles and administrative effectiveness. The discrepancy in findings may be attributed to the different contexts and outcomes being measured. Nonetheless, both studies highlight the importance of effective communication by principals in enhancing the overall quality of education in public secondary schools.

Relationship between principals' classroom visitation skills and effective teaching of economics in public secondary schools in Anambra State

The findings of this study reveal a strong positive and significant relationship between principals' classroom visitation skills and effective teaching of economics in public secondary schools in Anambra State ($r=0.88$, $p=0.00$). This suggests that principals' classroom visitation skills play a critical role in enhancing the teaching and learning of economics in these schools. This finding is consistent with previous studies that have investigated the impact of principals' classroom visitation on teaching and learning outcomes. For instance, Mulinge (2024) found a significant positive relationship between classroom visitations by principals and students' academic performance in chemistry in public secondary schools in Machakos County, Kenya ($r = .474$, $p < .001$). Similarly, Mussa et al. (2022) established that principals' class visitations practices had a significant influence on students' academic performance in KCSE in public secondary schools in Mashuru Sub-County. Furthermore, Garba (2019) found that principals' classroom visitation had a statistically significant effect on teachers' pedagogical practices in public secondary schools of Bauchi state, Nigeria ($R^2=.138$, $F(1,373) = 59.691$, $p < .05$). These studies collectively provide evidence that principals' classroom visitation skills are a critical factor in enhancing teaching and learning outcomes in public secondary schools. The consistency of these findings across different contexts and subjects (economics, chemistry, and KCSE) highlights the importance of principals' classroom visitation skills in promoting effective teaching and learning. The strong positive relationship found in this study suggests that principals who regularly visit classrooms and provide feedback to teachers are more likely to create a supportive learning environment that fosters effective teaching and learning of economics.

Conclusion

The study investigated the relationship between principals' supervisory skills and effective teaching of Economics in public secondary schools in Anambra State. The findings revealed



significant and positive relationships between various dimensions of principals' supervisory skills and effective teaching of Economics. Specifically, the study found that principals' communication skills and classroom visitation skills are all positively and significantly related to effective teaching of Economics. Notably, the relationships between classroom visitation skills, decision-making skills, and motivational skills and effective teaching of Economics were found to be strong, indicating that these skills are particularly important for promoting effective teaching and learning. The study's findings suggest that principals who possess strong supervisory skills, particularly in the areas of classroom visitation are more likely to create a supportive learning environment that fosters effective teaching and learning of Economics. The findings also highlight the importance of principals' communication skills in promoting effective teaching and learning. Thus, the study concluded that principals' supervisory skills are positive and significant correlates of effective teaching of Economics in public secondary schools in Anambra state.

Recommendations

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

1. Principals in public secondary schools in Anambra State should prioritize the development of their communication skills to enhance effective teaching and learning of Economics. This can be achieved through training programs, workshops, and coaching.
2. The State Ministry of Education and school administrators should ensure that principals regularly visit classrooms to monitor teaching and learning activities, provide feedback, and support teachers in improving their instructional practices.

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