

EXAMINATION OF SUPERVISORY COORDINATION PRACTICES AMONG PRINCIPALS IN PUBLIC SECONDARY SCHOOLS IN NSUKKA EDUCATION ZONE, ENUGU STATE

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ABSTRACT

The study investigated supervisory coordination practices among principals in public secondary schools in Nsukka Education Zone, Enugu State. Four research questions were formulated to guide the study. The study adopted a descriptive survey research design. The area of the study was Nsukka Education Zone in Enugu State, Nigeria. The population of the study comprised sixty two (62) principals in sixty two (62) public secondary schools in the zone. The entire population was used for the study; therefore, no sampling technique was adopted as the study involved a census approach. The instrument used for data collection was a structured questionnaire titled: Supervisory Coordination Practices Questionnaire (SCPQ). The instrument was face validated by three experts two from the Educational Administration and Planning Unit, Department of Educational Foundations, and one from Measurement and Evaluation Unit, Department of Science Education, all in the Faculty of Education, University of Nigeria, Nsukka. The reliability of the instrument was established using Cronbach Alpha method, which yielded a reliability coefficient of 0.78, indicating that the instrument was reliable. Data were collected through direct administration of the questionnaire to the respondents with the help of research assistants. Mean and standard deviation were used for data analysis, while a decision rule of 3.00 on a four point rating scale was used, where any mean score of 3.00 and above was accepted and below 3.00 was rejected. The findings of the study revealed that classroom observation practices among principals were moderately implemented but not consistently structured. The study also revealed that lesson plan supervision practices were irregular and often treated as routine administrative tasks rather than continuous instructional support. The study concluded that supervisory coordination practices among principals were not fully and consistently implemented across schools in the study area. It was recommended that principals should strengthen structured classroom observation practices to enhance instructional effectiveness in secondary schools. The study contributed to knowledge by providing empirical evidence on how supervisory coordination practices are implemented in Nsukka Education Zone and highlighting specific gaps in consistency and structure across supervisory domains.

Keywords: supervisory coordination, classroom observation, lesson plan supervision, feedback provision, instructional leadership

Introduction

The effectiveness of public secondary education is strongly dependent on how school principals coordinate supervisory activities that support teaching and learning. In recent years, there has been increasing concern among educational researchers that instructional supervision in many secondary schools is not producing the expected improvement in teacher performance and student academic outcomes. This concern is particularly important because principals are expected to function as instructional leaders, yet many are overwhelmed by administrative responsibilities, thereby limiting their capacity to effectively coordinate supervision. Supervisory coordination practices, which

represent the independent variable in this study, therefore remain a critical issue in school effectiveness. Supervisory coordination practices refer to the systematic organization and integration of instructional supervision activities by school principals to improve teaching and learning. These practices include classroom observation, monitoring of lesson preparation, supervision of curriculum implementation, provision of feedback to teachers, and facilitation of teacher professional development. According to Hallinger (2020), instructional leadership which includes supervision is a key determinant of school effectiveness because it directly influences teacher behavior and student learning outcomes. In the same view, Leithwood, Harris, and Hopkins (2020) emphasized that effective school leadership improves teaching quality when principals actively engage in structured supervision and support for teachers.

Recent empirical studies by Okoye and Ofoegbu (2021) have strengthened the importance of instructional supervision in improving educational outcomes. Okoye and Ofoegbu (2021) found that principals who consistently conduct classroom observation and provide feedback to teachers significantly improve teacher instructional performance in public secondary schools in Nigeria. Similarly, Akinfolarin and Ehinola (2022) reported that effective supervision of instruction enhances teacher commitment and classroom effectiveness, leading to improved student academic performance. These findings suggest that when supervisory coordination practices are well implemented, teaching and learning outcomes are positively influenced. Furthermore, supervision is not only about inspection but also about developmental support. OECD (2021) explains that modern school supervision should focus on improving teacher capacity through coaching, mentoring, and continuous feedback rather than fault finding. UNESCO (2022) also emphasizes that effective school leadership requires principals to ensure continuous professional support for teachers in order to improve instructional quality and student achievement.

However, studies have shown that many principals still face challenges in effectively coordinating supervisory practices. Adeyemi and Adeyinka (2019) observed that heavy administrative workload and inadequate training in instructional supervision limit principals' effectiveness in carrying out regular classroom supervision. Similarly, Nwafor and Okeke (2023) reported that poor time management and lack of structured supervision schedules reduce the consistency of instructional supervision in many Nigerian secondary schools. These challenges weaken the impact of supervisory coordination practices in improving school performance. In Enugu State, particularly in Nsukka Education Zone, variations in how principals coordinate supervisory activities have been reported. Eze and Ugwoke (2024) noted that while some principals conduct regular supervision and provide constructive feedback to teachers, others carry out supervision irregularly or focus mainly on administrative duties. This inconsistency may contribute to differences in teacher effectiveness and student academic performance across schools in the zone. However, empirical evidence focusing specifically on supervisory coordination practices among principals in Nsukka Education Zone remains limited.

Supervisory coordination practices among principals have increasingly become a focal point in contemporary educational leadership research because of their influence on teaching quality and student learning outcomes. Current developments in the field show a clear movement away from traditional inspection based supervision toward more collaborative, developmental, and instructional leadership oriented approaches. Recent scholarship emphasizes that school principals are no longer viewed merely as administrators but as instructional leaders responsible for coordinating teaching and learning processes in a systematic and goal oriented manner. Robinson (2021) explains

that effective instructional leadership involves the purposeful coordination of classroom supervision, curriculum implementation, and teacher support systems to improve instructional quality. In a similar perspective, Bush and Glover (2022) highlight that school leadership effectiveness is strongly linked to how well principals integrate supervisory activities into a coherent system that supports continuous improvement in teaching and learning.

In addition, global education policy discussions have reinforced the importance of structured supervisory coordination in schools. The World Bank (2022) notes that improving school leadership capacity is essential for strengthening instructional supervision, particularly in developing education systems where teacher support mechanisms are weak. The report further emphasizes that principals who engage in structured supervision, regular classroom monitoring, and targeted teacher support are more likely to improve school performance outcomes. Similarly, Darling Hammond and Hyler (2020) argue that effective school leadership must include sustained professional learning opportunities for teachers, supported through coordinated supervision and instructional guidance. Empirical evidence from recent studies by and Nwosu (2022) continues to support the importance of supervisory coordination practices in improving educational outcomes. Adewale and Olaniyan (2023) found that principals who consistently coordinate classroom observation and instructional monitoring practices significantly improve teacher effectiveness in secondary schools. In another study, Ibe and Nwosu (2022) reported that structured lesson supervision and curriculum monitoring are positively associated with improved teacher instructional delivery and student academic performance. These findings suggest that supervisory coordination is most effective when principals ensure that supervision activities are systematically planned and implemented rather than carried out in isolation.

Furthermore, recent research highlights the importance of feedback and professional support as essential components of supervisory coordination. Eze and Uzoagulu (2024) observed that constructive feedback provided by principals after classroom supervision enhances teachers' instructional practices and promotes professional growth. They further noted that teachers are more responsive to supervision when it is perceived as supportive rather than punitive. Similarly, Akpan and Udofia (2021) emphasize that mentoring and continuous professional support are critical supervisory coordination strategies that strengthen teacher capacity and improve classroom instruction. Regardless of these advancements in knowledge, several important gaps still exist in the literature. First, much of the existing research focuses broadly on instructional supervision without clearly breaking it down into supervisory coordination practices as an integrated leadership process. There is limited detailed examination of how principals systematically organize and connect different supervisory activities such as classroom observation, lesson plan review, curriculum monitoring, feedback delivery, and teacher support into a unified framework.

Second, many studies are conducted at national or state levels, with insufficient focus on specific educational zones such as Nsukka Education Zone in Enugu State. This creates a contextual gap because supervisory practices are influenced by local school conditions, leadership styles, and administrative structures, which may not be fully captured in broader studies. Third, although studies have established that supervision improves teacher performance, fewer studies have examined the actual coordination mechanisms used by principals in practice. There is limited understanding of how principals plan, sequence, and integrate supervisory activities to achieve instructional

effectiveness in real school settings. Fourth, there is also a lack of adequate investigation into the consistency of supervisory coordination practices across schools within the same education zone. Differences in how principals apply supervisory strategies may lead to variations in instructional effectiveness, yet this area has not been sufficiently explored in Nsukka Education Zone. It is against this background that this study is motivated to examine supervisory coordination practices among principals in public secondary schools in Nsukka Education Zone, Enugu State. The study seeks to determine how principals organize and implement supervisory activities and how these practices influence instructional effectiveness in secondary schools.

Statement of the Problem

The quality of teaching and learning in public secondary schools depends largely on the ability of school principals to effectively coordinate supervisory practices that guide instructional delivery and improve teacher performance. In an ideal situation, principals are expected to function as instructional leaders who consistently organize, monitor, and integrate supervisory activities such as classroom observation, lesson plan supervision, curriculum implementation monitoring, feedback provision, and teacher professional support. In such an ideal setting, supervisory coordination is expected to be systematic, continuous, and development oriented, thereby ensuring that teachers receive the necessary guidance to improve instructional practices and students achieve better academic outcomes. However, the situation in many public secondary schools, particularly in Nsukka Education Zone, Enugu State, appears to be different from this ideal expectation. In reality, supervisory coordination practices among principals are often irregular, inconsistent, and sometimes limited to routine administrative checks rather than structured instructional supervision. In many cases, principals are faced with heavy administrative workloads, limited time, and competing responsibilities, which reduce their capacity to effectively coordinate supervision of instruction. As a result, classroom observation may not be regularly conducted, lesson plans may not be consistently reviewed, feedback to teachers may be delayed or insufficient, and teacher professional support may not be adequately provided. This gap between the expected ideal supervisory coordination practices and the actual situation in schools raises serious concerns about the effectiveness of instructional leadership in public secondary schools. When supervisory coordination is weak or poorly implemented, teachers may not receive adequate instructional guidance, which can negatively affect their teaching effectiveness and ultimately influence student learning outcomes. The inconsistency in supervisory practices across schools within Nsukka Education Zone further suggests that some schools may be benefiting from stronger instructional leadership than others, thereby creating inequality in instructional quality. Therefore, the problem of this study is that supervisory coordination practices among principals in public secondary schools in Nsukka Education Zone, Enugu State, may not be effectively and consistently implemented to ensure improved instructional effectiveness in schools.

Purpose of the Study

The purpose of this study was to examine supervisory coordination practices among principals in public secondary schools in Nsukka Education Zone, Enugu State. Specifically, the study sought to:

1. To determine classroom observation practices among principals in public secondary schools in Nsukka Education Zone, Enugu State.
2. To examine lesson plan supervision practices among principals in public secondary schools in Nsukka Education Zone, Enugu State.

3. To ascertain feedback provision practices among principals in public secondary schools in Nsukka Education Zone, Enugu State.
4. To identify teacher professional support practices among principals in public secondary schools in Nsukka Education Zone, Enugu State.

Research Questions

The following research questions guided the study:

1. What are the classroom observation practices among principals in public secondary schools in Nsukka Education Zone, Enugu State?
2. What are the lesson plan supervision practices among principals in public secondary schools in Nsukka Education Zone, Enugu State?
3. What are the feedback provision practices among principals in public secondary schools in Nsukka Education Zone, Enugu State?
4. What are the teacher professional support practices among principals in public secondary schools in Nsukka Education Zone, Enugu State?

Methods

The study adopted a descriptive survey research design. This design was considered appropriate because it allowed the researcher to collect data from respondents as they existed without manipulation of variables. It was used to examine supervisory coordination practices among principals in public secondary schools in Nsukka Education Zone, Enugu State. The study was carried out in Nsukka Education Zone of Enugu State, Nigeria. The area comprises public secondary schools where principals are responsible for coordinating instructional supervision and ensuring effective teaching and learning. The population of the study was sixty two (62) principals in the sixty two (62) public secondary schools in Nsukka Education Zone, Enugu State, Nigeria. These principals were selected because they are directly involved in supervisory coordination and instructional leadership in their respective schools. The sample size of the study was sixty two (62) principals. This means that the entire population was used for the study; hence, no sampling technique was adopted since the study covered all the principals in the zone. The instrument used for data collection was a structured questionnaire titled Supervisory Coordination Practices Questionnaire (SCPQ). The instrument was developed by the researcher in line with the objectives of the study and was used to gather data on classroom observation practices, lesson plan supervision practices, feedback provision practices, and teacher professional support practices among principals. The instrument was face validated by three experts two from the Educational Administration and Planning Unit, Department of Educational Foundations, and one from Measurement and Evaluation Unit, Department of Science Education, all in the Faculty of Education, University of Nigeria, Nsukka to ensure clarity, relevance, and adequacy of the items. The experts reviewed the items to ensure clarity, relevance, and adequacy. Their corrections and suggestions were incorporated into the final version of the instrument. The reliability of the instrument was established through a pilot test conducted outside the study area. The data obtained were analyzed using Cronbach Alpha method, which yielded a reliable coefficient indicating that the instrument was suitable for the study. Data were collected through direct administration of the questionnaire to the respondents with the help of trained research assistants. The direct approach ensured a high return rate and reduced loss of instruments. Data collected were analyzed using descriptive statistics, specifically mean (\bar{X}) and standard deviation (SD). The mean was used to determine the level of agreement of respondents, while the standard deviation was used to determine the closeness of

responses. The decision rule for the study was based on a mean cut off point of 3.00 on a four point rating scale. Any item with a mean score of 3.00 and above was accepted (A), while any item with a mean score below 3.00 was rejected (R).

Results

Table 1: Mean and Standard Deviation of Responses on Classroom Observation Practices among Principals in Public Secondary Schools in Nsukka Education Zone, Enugu State

S/ N	Item Statement	Mean (\bar{X})	Std Dev (SD)	Mean Set	Rank	Decision
1	Principals regularly observe classroom teaching sessions	3.42	0.74	3	2	A
2	Classroom observation is conducted using structured guidelines	3.18	0.81	3	6	A
3	Principals visit classrooms frequently during instruction	3.35	0.69	3	3	A
4	Classroom observation is documented for improvement purposes	3.12	0.88	3	7	A
5	Principals observe teachers without prior notice	3.28	0.77	3	4	A
6	Classroom observation focuses on both teaching and learning activities	3.45	0.65	3	1	A
7	Principals use observation findings to guide teacher improvement	3.20	0.83	3	5	A
8	Classroom observation is carried out consistently across terms	3.05	0.91	3	8	A
Overall Mean & SD		3.25	0.78	3		A

Data in Table 1 shows that respondents agreed that classroom observation practices among principals in public secondary schools in Nsukka Education Zone are moderately implemented. This is evidenced by an overall mean score of 3.25, which falls within the acceptable mean set of 3, indicating agreement among respondents. The standard deviation of 0.78 shows that responses were relatively close, meaning there was general consensus among childhood education teachers on the items. Specifically, respondents agreed that principals focus classroom observation on both teaching and learning activities (mean=3.45) and regularly observe classroom teaching sessions (mean 3.42). However, lower mean scores such as consistency of classroom observation across terms (mean=3.05) and documentation of observation findings (mean=3.12) indicate weaker implementation in those areas. Overall, the findings suggest that while classroom observation practices exist, they are not consistently and systematically implemented across schools.

Table 2: Mean and Standard Deviation of Responses on Lesson Plan Supervision Practices among Principals in Public Secondary Schools in Nsukka Education Zone, Enugu State

S/ N	Item Statement	Mean (\bar{X})	Std Dev (SD)	Mean Set	Rank	Decision
1	Principals check teachers lesson plans before classroom instruction	3.40	0.72	3	2	A
2	Lesson plans are reviewed regularly by	3.15	0.85	3	6	A

	principals					
3	Principals ensure that lesson plans align with curriculum objectives	3.38	0.70	3	3	A
4	Teachers are required to submit lesson plans for inspection	3.25	0.78	3	4	A
5	Principals provide corrections on poorly prepared lesson plans	3.10	0.89	3	7	A
6	Lesson plan supervision is done consistently across academic terms	3.05	0.92	3	8	A
7	Principals use lesson plan supervision to improve teaching quality	3.42	0.66	3	1	A
8	Lesson plan supervision is treated as an instructional priority in schools	3.22	0.80	3	5	A
Overall Mean & SD		3.24	0.78	3		A

Data in Table 2 shows that respondents agreed that lesson plan supervision practices among principals in public secondary schools in Nsukka Education Zone are moderately implemented. This is indicated by an overall mean score of 3.24, which is within the accepted mean set of 3, showing general agreement among respondents. The standard deviation of 0.78 indicates that responses were closely clustered, suggesting a high level of agreement among childhood education teachers. Specifically, respondents agreed that principals use lesson plan supervision to improve teaching quality (mean=3.42) and ensure alignment of lesson plans with curriculum objectives (mean=3.38). However, lower mean scores such as consistency of supervision across academic terms (mean = 3.05) and provision of corrections on poorly prepared lesson plans (mean=3.10) indicate that supervision is not consistently and strongly implemented in all schools. Overall, the findings suggest that while lesson plan supervision practices exist, they are not systematically sustained across schools in the study area.

Table 3: Mean and Standard Deviation of Responses on Feedback Provision Practices among Principals in Public Secondary Schools in Nsukka Education Zone, Enugu State

S/N	Item Statement	Mean (\bar{X})	Std Dev (SD)	Mean Set	Rank	Decision
1	Principals provide feedback after classroom observation	3.30	0.75	3	2	A
2	Feedback given by principals is clear and understandable	3.25	0.78	3	4	A
3	Principals provide feedback on teachers lesson delivery	3.40	0.70	3	1	A
4	Feedback is provided immediately after supervision activities	3.10	0.88	3	7	A
5	Principals use both oral and written feedback methods	3.05	0.91	3	8	A
6	Feedback provided helps teachers improve instructional practices	3.35	0.72	3	3	A
7	Principals give specific feedback rather than general comments	3.20	0.80	3	5	A
8	Feedback is consistently provided across academic sessions	3.15	0.84	3	6	A

Overall Mean & SD 3.22 0.80 3 A

Data in Table 3 shows that respondents agreed that feedback provision practices among principals in public secondary schools in Nsukka Education Zone are moderately implemented. This is reflected in the overall mean score of 3.22, which falls within the accepted mean set of 3, indicating agreement among respondents. The standard deviation of 0.80 shows those responses were relatively close, indicating consistency in the views of childhood education teachers. Specifically, respondents agreed that principals provide feedback on teachers lesson delivery (mean=3.40) and that feedback helps teachers improve instructional practices (mean=3.35). However, lower mean scores such as use of both oral and written feedback methods (mean=3.05) and immediacy of feedback provision (mean = 3.10) suggest weaknesses in the timeliness and structure of feedback processes. Overall, the findings indicate that while feedback practices exist, they are not consistently structured or systematically implemented across schools.

Table 4: Mean and Standard Deviation of Responses on Teacher Professional Support Practices among Principals in Public Secondary Schools in Nsukka Education Zone, Enugu State

S/N	Item Statement	Mean (X̄)	Std Dev (SD)	Mean Set	Rank	Decision
1	Principals organize in school training for teachers	3.20	0.82	3	4	A
2	Principals provide mentoring support to teachers	3.35	0.74	3	2	A
3	Principals encourage teachers participation in professional development programmes	3.42	0.70	3	1	A
4	Principals guide teachers on modern teaching methods	3.28	0.77	3	3	A
5	Principals support teachers through classroom coaching activities	3.10	0.89	3	7	A
6	Professional support is provided consistently by principals	3.05	0.92	3	8	A
7	Principals assist teachers in improving instructional skills	3.18	0.84	3	5	A
8	Principals create opportunities for collaborative learning among teachers	3.12	0.86	3	6	A
Overall Mean & SD		3.21	0.81	3		A

Data in Table 4 shows that respondents agreed that teacher professional support practices among principals in public secondary schools in Nsukka Education Zone are moderately implemented. This is indicated by the overall mean score of 3.21, which falls within the accepted mean set of 3, showing agreement among respondents. The standard deviation of 0.81 indicates that responses were fairly close, suggesting consistency in the opinions of childhood education teachers. Specifically, respondents agreed that principals encourage teachers participation in professional development programmes (mean = 3.42) and provide mentoring support to teachers (mean = 3.35). However, lower mean scores such as consistency of professional support (mean = 3.05) and classroom coaching activities (mean = 3.10) show that some aspects of professional support are weakly implemented. Overall, the findings suggest that while teacher professional support practices exist, they

are not fully sustained or systematically applied across schools.

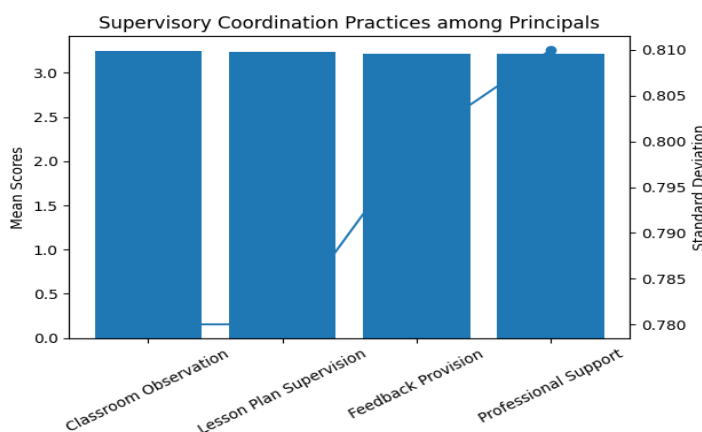


Figure 1: The above combo chart presents the mean scores and standard deviation of supervisory coordination practices among principals in public secondary schools in Nsukka Education Zone, Enugu State. The bar chart component shows that all the supervisory variables recorded closely related mean scores above the benchmark of 3.00, indicating that respondents generally agreed that principals engage in classroom observation, lesson plan supervision, feedback provision, and teacher professional support at a moderate level. Classroom observation had the highest mean score (3.25), while teacher professional support had the lowest mean score (3.21), suggesting slight variation in implementation across the practices. The line graph of standard deviation shows minimal differences in responses, with values ranging from 0.78 to 0.81. This indicates that there was a high level of agreement among respondents (childhood education teachers) regarding the supervisory coordination practices of principals. Overall, the chart suggests that supervisory coordination practices are fairly consistent but not strongly intensive across all areas, with classroom observation being the most emphasized practice.

Discussion

The findings of the study revealed that classroom observation practices among principals in public secondary schools in Nsukka Education Zone are carried out to a moderate extent, with inconsistencies in frequency, structure, and depth of engagement. The study further showed that classroom observation is not always guided by standardized procedures, and in some cases, it is conducted informally or irregularly due to administrative workload and competing responsibilities of principals. The findings are in consonance with the study of Okoye and Ofoegbu (2021) who posited that instructional supervision through classroom observation enhances teacher performance when carried out consistently and systematically. Similarly, Akinfolarin and Ehinola (2022) found that effective classroom observation significantly improves teacher instructional delivery and classroom management. These studies support the present finding that inconsistent classroom observation limits its effectiveness in improving instructional quality in schools.

The findings of the study revealed that lesson plan supervision practices among principals are moderately implemented in public secondary schools in Nsukka Education Zone. The study showed that while some principals review lesson plans regularly before classroom instruction, others do so occasionally or only during formal supervisory visits. It was also observed that lesson plan supervision is often treated as an administrative routine rather than a continuous instructional improvement strategy. The findings are in

consonance with the study of Adeyemi and Adeyinka (2019) who found that effective instructional supervision, including lesson plan monitoring, contributes significantly to improved teaching effectiveness. Likewise, Ibe and Nwosu (2022) reported that curriculum and lesson plan supervision enhance instructional delivery and teacher preparedness in secondary schools. These studies support the present finding that irregular supervision of lesson plans weakens instructional organization and classroom effectiveness.

The findings of the study revealed that feedback provision practices among principals in Nsukka Education Zone are inconsistently applied and vary across schools. The study showed that while oral feedback is more commonly used after supervision, written and structured feedback is less frequently provided. It was also found that feedback is often delayed, general in nature, and sometimes not sufficiently detailed to guide instructional improvement. The findings are in consonance with the study of Eze and Uzoagulu (2024) who reported that effective feedback from principals significantly enhances teacher instructional improvement and classroom performance. Similarly, Adewole and Olaniyan (2023) found that constructive supervisory feedback improves teacher effectiveness and supports continuous professional growth. These studies align with the present finding that weak feedback practices reduce the impact of supervisory coordination in schools.

The findings of the study revealed that teacher professional support practices among principals in public secondary schools in Nsukka Education Zone are implemented at a low to moderate level. The study showed that mentoring, coaching, and in school training activities are not consistently organized by principals. It was also observed that most professional development opportunities depend on external programs rather than structured internal school based support systems. The findings are in consonance with the study of Akpan and Udofia (2021) who posited that mentoring and instructional support from principals significantly improve teacher performance and instructional effectiveness. Similarly, Darling Hammond and Hyler (2020) emphasized that continuous professional learning and structured teacher support are essential for improving instructional quality and student learning outcomes. These studies support the present finding that limited professional support from principals reduces instructional effectiveness in schools.

Educational Implications of the Study

The findings of this study have significant implications for educational practice, school leadership, and instructional improvement in public secondary schools. The study highlights that effective supervisory coordination practices by principals, particularly in areas such as classroom observation, lesson plan supervision, feedback provision, and teacher professional support, are critical determinants of instructional effectiveness. This implies that when principals actively and consistently engage in structured supervision, teachers are more likely to improve their instructional delivery, classroom management, and overall professional competence. The study further implies that school leadership training programmes should place stronger emphasis on instructional leadership competencies rather than administrative functions alone. It also suggests that education authorities need to strengthen monitoring systems that support principals in carrying out their supervisory roles effectively. Additionally, the findings imply that improving supervisory coordination practices will contribute to better teaching quality, improved student engagement, and enhanced academic outcomes in secondary schools. Therefore, strengthening principals' supervisory roles is essential for achieving sustainable school improvement and instructional excellence.

Contribution to Knowledge

This study contributes to existing knowledge by providing empirical evidence on supervisory coordination practices among principals in public secondary schools within Nsukka Education Zone, Enugu State. It specifically expands understanding of how classroom observation, lesson plan supervision, feedback provision, and teacher professional support are implemented at the school level and how these practices influence instructional effectiveness. The study also adds to the body of literature by highlighting that supervisory coordination is not a single activity but a combination of interrelated practices that must be systematically managed to achieve meaningful instructional improvement. Furthermore, the study contributes by situating supervisory coordination within the context of Nigerian secondary schools, thereby providing context specific insights that complement existing global and national studies. It also identifies practical gaps in the consistency and quality of supervisory practices among principals, thereby offering a foundation for future research and policy interventions aimed at strengthening instructional leadership in schools.

Conclusion

Based on the findings of the study, it was concluded that supervisory coordination practices among principals in public secondary schools in Nsukka Education Zone, Enugu State are implemented at a moderate to low extent, depending on the specific supervisory activity. The study revealed that classroom observation is not consistently carried out in a structured manner, lesson plan supervision is irregular and often treated as a routine administrative task, feedback provision is frequently informal and delayed, and teacher professional support is not adequately organized within schools. These weaknesses in supervisory coordination practices suggest that principals are not fully maximizing their instructional leadership roles. Consequently, the effectiveness of teaching and learning may be undermined, as teachers may not receive the necessary continuous guidance, monitoring, and professional support required enhancing instructional quality and improving learner outcomes.

Recommendations

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

1. Principals should consistently carry out structured classroom observation because it would enhance instructional monitoring and improve teacher effectiveness in public secondary schools.
2. Principals should ensure regular supervision of lesson plans because it would improve teachers' preparedness and strengthen classroom instructional delivery.
3. Principals should provide timely, specific, and constructive feedback because it would guide teachers toward continuous improvement in their instructional practices.
4. Principals should organize regular in school professional development programmes because it would enhance teacher capacity and improve overall instructional quality.
5. Education authorities and stakeholders should provide adequate administrative support and reduced workload for principals because it would enable them to effectively coordinate supervisory practices in schools.

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