REENGINEERING SUPERVISORY PRACTICES FOR EFFECTIVE GOAL ATTAINMENT IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT: *This study examined reengineering supervisory practices for effective goal attainment in public senior secondary schools in Rivers State. The study was guided by three research questions. The research design employed in this study was a descriptive research design. The population of the study comprised all supervisors in the ministry of education and the Rivers State senior secondary school board. The total population of supervisors in the Ministry of Education is one hundred and ninety-one (191), and supervisors in the Rivers State Senior Secondary Schools Board are one hundred and thirty-one (131). Hence, the population for this study is three hundred and twenty-two (322). The sample of the study is composed of three hundred and twenty-two (322) supervisors in the Rivers State Ministry of Education and the Rivers Senior Secondary Schools Board. The census sampling technique was adopted. This technique is considered most appropriate because the population of the study is quite small and can be managed. However, out of 322 copies of the instrument distributed, 280 were correctly filled and returned, which represented an 87% return rate of the instrument distributed and used for data analysis. The instrument that was used for data collection was a self-constructed questionnaire titled Reengineering Supervisory Practices for Effective Goal Attainment Questionnaire (RSPEGAQ). Reliability for the study was determined using the Cronbach alpha coefficient statistics. The reliable index yielded a result of 0.892, which showed that the instrument was reliable and was adopted for the study. Mean and Standard Deviation Statistics were used to answer the research questions. Through the implementation of supportive supervision models that foster a culture of self-reflection, public schools can witness notable enhancements in the achievement of objectives, professional development, collaboration, accountability, and instructional leadership. The study recommends, among other things, that a systematic approach be implemented, involving administrators, teachers, and other relevant stakeholders, in order to establish goals. This approach should prioritise open communication and shared decision-making to ensure that these goals are in line with the school's vision and long-term objectives.*

KEYWORDS: Reengineering Supervisory Practices, Collaborative Goal Setting, Promoting a culture of self –reflection, implementing a Supportive Supervision.

INTRODUCTION

The implementation of supervisory practises with the aim of attaining objectives in secondary schools within Rivers State is not a recent phenomenon. Within the scope of this study, the phrase "supervisory practises" will be employed to denote the actions carried out by educational administrators, such as directors of education in the Ministry of Education and school management boards, in relation to the day-to-day management of public senior secondary schools in Rivers State. According to Altun and Sarkaya (2020), the process of educational supervision entails the improvement of teaching practices through the professional development of classroom teachers. The effectiveness of supervision is highly dependent on the qualifications and capabilities of the supervisor. Various stakeholders, including school principals, teachers, and supervisors themselves, propose different individuals who can fulfil the role of a supervisor. Among these suggestions, school principals, vice principals, heads of department, and well-read individuals emerge as the most prominent options. Munjiatun, M. (2019), posited that educational supervision encompasses the systematic monitoring and evaluation of educational activities to ensure their adherence to predetermined plans. Neglecting to consider various models, approaches, and techniques may result in a misalignment between the expected outcomes and the actual implementation of supervision. Furthermore, there has been a transition from the conventional hierarchical method of inspection to a collaborative and nurturing model of supervision (Chukuigwe, 2023).

According to Wohlenberg et al. (2019), the process of reengineering supervisory practices entails the establishment of interpersonal connections with teachers, the provision of constructive feedback, and the provision of guidance and resources to support their attainment of desired objectives. It additionally encompasses the promotion of a culture centred on self-reflection and self-assessment within the educational community. This entails encouraging educators to engage in critical evaluation of their instructional methods, identifying areas in need of improvement, and formulating personalised professional development plans. Supervisors play a crucial role in offering guidance and support throughout this process, cultivating an environment that promotes continual improvement by motivating all stakeholders to embrace change, explore novel teaching methodologies, and derive insights from errors. Furthermore, it promotes the practice of supervisors actively seeking feedback from teachers on a regular basis and integrating their input into the decision-making processes. In this study, the researcher will focus keenly on Collaborative goal setting, promoting a culture of self-reflection and self-assessment among educators, and implementing a supportive supervision model as a medium for reengineering supervisory practices in schools in Rivers State.

According to Muijs and Harris (2007), collaborative goal setting entails a participatory approach wherein supervisors and teachers work together to establish goals that possess the qualities of specificity, measurability, and attainability while also aligning with educational objectives. This process enhances the formation of a shared vision and commitment, enhances the sense of ownership, and increases the likelihood of attaining objectives.

Promoting a culture of self-reflection and self-assessment is an effective supervisory practice that can contribute to the professional growth of educators. Zainuddin, (2017). Promoting the practice of self-reflection and self-assessment among educators empowers them to assume responsibility for their professional growth and enhance their instructional methodologies. Self-reflection is the cognitive process by which individuals engage in introspection to

scrutinise their thoughts, beliefs, and actions with the aim of acquiring a deeper understanding of their personal strengths, weaknesses, and opportunities for growth.

The implementation of a supervisory practice that emphasised the cultivation of self-reflection and self-assessment has been found to be an effective means of fostering the professional development of educators, as posited by Zainuddin (2017). When teachers are encouraged to use self-reflection and self-assessment, they can take charge of their own professional growth and improve the way they teach. Self-reflection is a mental process in which people look closely at their own ideas, beliefs, and actions in order to learn more about their strengths, weaknesses, and possible ways to improve themselves. Teachers who took part in the study said that the self-evaluative reflection process had a bigger impact on their professional growth than the way the evaluation system is set up now, as found by Davis and McDonald (2019).

The significance of supervision cannot be overstated when it comes to offering assistance and promoting the professional growth of educators. The adoption of a supportive supervision model is widely regarded as a highly effective practise within the realm of supervision. The main aim of this model is to give priority to the development of a positive and collaborative supervisory relationship that supports the professional growth of educators, improves instructional practises, and ultimately enhances job satisfaction among educators. Supportive supervision is a supervisory approach that prioritises the principles of collaboration, trust, and mentorship. The main goal of this initiative is to create a favourable environment in which educators can feel valued, respected, and empowered, thus enabling them to improve their teaching methods. Azure (2016) Further, it was revealed that effective supervision entails the ability of supervisors to cultivate positive and professional rapport with students, offer assistance and direction, and sustain a consistent level of motivation and inspiration.In academia, there has been a consistent focus on improving the quality of education, with special attention paid to reengineering supervisory practises in educational institutions. This can be explained by the history of education in Rivers State, where there are a lot of highly skilled teachers in the education system now.

Current supervisory practises in education may not be in line with the changing needs and goals of the modern educational environment. These practises need to be reengineered to create an environment that helps people reach their goals.

The lack of a comprehensive framework for the acquisition, analysis, and utilisation of relevant data can present difficulties for supervisors in assessing progress, identifying areas for enhancement, and making informed decisions to support the achievement of goals for educators and learners. Therefore, it is crucial to engage in a reengineering process of supervisory practises in order to align them with the evolving educational objectives of the state and effectively address the aforementioned challenges. This undertaking will involve the development of innovative strategies, frameworks, and approaches with the objective of cultivating collaborative goal setting, enhancing communication and support, facilitating data-driven decision making, and ultimately advancing goal attainment in educational settings. Therefore, the primary concern of this study revolves around the reengineering of supervisory practises in order to enhance the achievement of goals in public senior secondary schools located in Rivers State.

Purpose of the Study

The purpose of the study was to investigate Reengineering supervisory practices for effective goal attainment in public senior secondary schools in Rivers State. Specifically, the study seeks to:

1. Determine to what extent collaborative goal setting enhances effective goal attainment in public senior secondary schools in Rivers State.

2. Examine the extent to which promoting a culture of self-reflection and self-assessment among educators enhances effective goal attainment in public senior secondary schools in Rivers State.

3. Investigate the extent to which implementing a supportive supervision model enhances effective goal attainment in public senior secondary schools in Rivers State.

Research Questions

The following research questions were posed to guide the study:

1. To what extent does collaborative goal setting enhance effective goal attainment in public senior secondary schools in Rivers State?

2. To what extent does promoting a culture of self-reflection and self-assessment among educators enhance effective goal attainment in public senior secondary schools in Rivers State?

3. To what extent does implementing a supportive supervision model enhance effective goal attainment in public senior secondary schools in Rivers State?

THEORETICAL REVIEW

Agency Model of Supervision Theory

The theory was formulated by Kadushin, as referenced in Chukuigwe's work (2023). The theory emphasised the interconnected and collaborative relationship between the supervisor and the supervisee, portraying the supervisor as a facilitator and supporter who aids the supervisee (teachers) in achieving their goals. A supervisor is an individual who is assigned the task of overseeing, coordinating, enhancing, and evaluating the on-the-job performance of the individuals they are responsible for supervising. The supervisor assumes multiple roles, encompassing administrative, educational, and supportive functions, in the execution of their duties. These roles are performed through engagements with the supervisee within the context of a constructive relationship. The promotion of collaborative goal setting, enhancement of communication and support, facilitation of data-driven decision making, and ultimately the promotion of goal achievement in educational settings Therefore, the primary concern of this study pertains to the reengineering of supervisory practises in order to enhance the achievement of goals in public senior secondary schools within Rivers State.

The focus of the supervisor should be directed towards the activities performed by the staff rather than on studying the staff themselves. According to Rynes et al. (2005), when the emphasis is placed on the activity rather than the individual performing it, it enables the staff to be more receptive to constructive criticism instead of feeling the need to protect themselves against personal attacks. This model serves as a solid foundation for this study, as supervision is fundamentally aimed at assessing the performance of staff and offering appropriate guidance to ensure that school personnel effectively fulfil their responsibilities for educational goal attainment in secondary schools.

The theoretical framework promotes a collaborative, supportive, and goal-oriented supervisory relationship. The acknowledgement of the supervisor's expertise and authority in facilitating the supervisee's achievement of goals is recognised, along with the appreciation of the supervisee's input and contributions to the supervisory process. By employing this particular model, it becomes feasible to reorganise supervisory methodologies with the aim of improving goal attainment within educational settings, particularly in public senior secondary schools situated in Rivers State
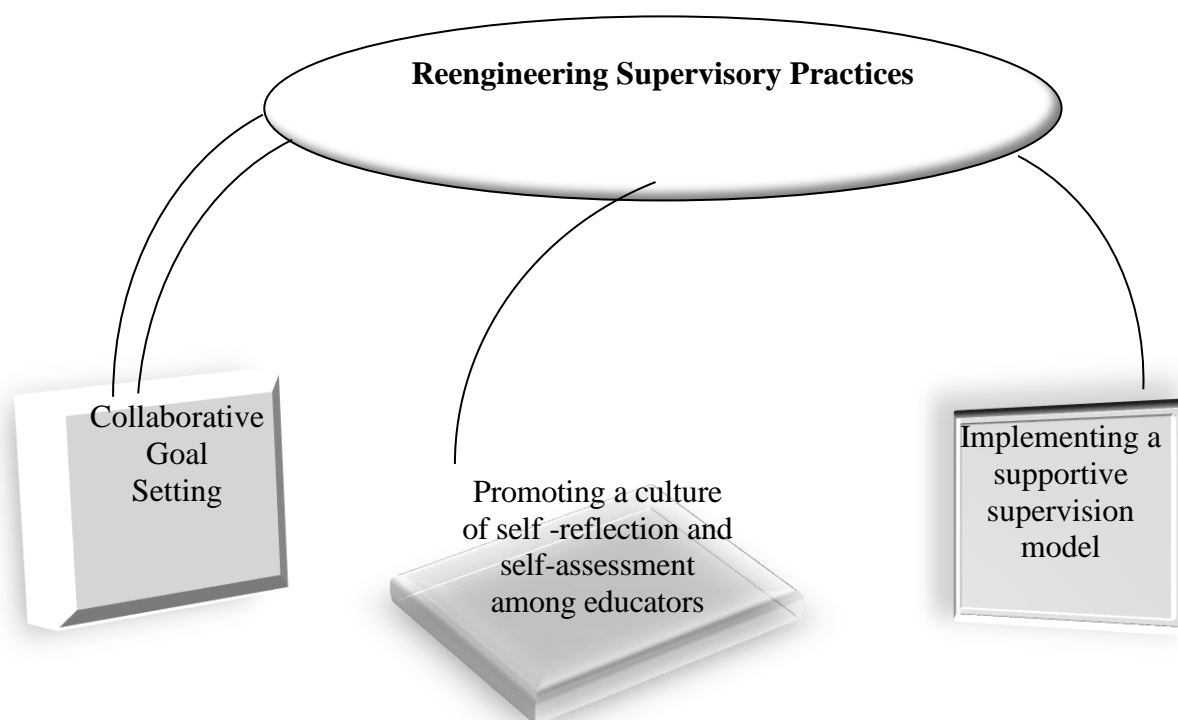
Conceptual Framework

Fig 1: Diagram showing Reengineering Supervisory Practices

Researchers' Concept (2023)

Reengineering Supervisory Practices

The concept of reengineering supervisory practises involves the intentional and systematic alteration of traditional supervisory methods utilised within an organisational context. Dasgupta et al. (2012) The concept involves a comprehensive examination and restructuring of the methods, processes, and frameworks utilised in the oversight and administration of individuals with the objective of improving performance, productivity, and efficacy. The aim is to align supervisory methodologies with the organisation's objectives, adapt to changing contexts, and enhance employee engagement and satisfaction. The process of reengineering supervisory practices frequently entails a thorough assessment of the current supervisory roles, responsibilities, and structures in place. The evaluation process may encompass the analysis of various aspects such as communication channels, decision-making processes, performance evaluation systems, feedback mechanisms, and employee development initiatives. The primary aim is to identify specific areas that require improvement and subsequently implement strategic changes that can result in improved supervisory outcomes. In a similar vein, the process of reengineering supervisory practices entails the critical examination and interrogation of prevailing norms and assumptions with the aim of introducing novel and efficient approaches to supervisory tasks.

Gonsalvez et al. (2017) observed that there is room for improvement in key supervisory practises, such as using observational techniques more often to give formative feedback, coming up with better ways to stop summative assessments from being too easy, and improving contact between training institutions and supervisors. Reengineering supervisory practises recognises that traditional ways of managing employees don't work well in a complex work setting where things change quickly. By reevaluating and reorganising their management methods, schools may be able to improve their ability to help employees learn and grow, get them involved, and improve their performance, all while staying in line with their overall organisational goals.

Adeolu. (2012) lists the steps that can be taken to start the reengineering process in schools in Rivers State.

The first step in the study process is to do a thorough needs assessment to figure out which parts of the supervisory practises need to be changed. This could mean looking at the current processes for supervision, getting feedback from the right people, and collaborating with stakeholders. The second step is to make a clear plan for how the reengineering process will work. To make sure that schools and the education system in Rivers State are working towards the same goals, they must set SMART goals that are clear, measured, attainable, relevant, and time-bound. It is very important that schools in Rivers State tailor these measures to their own needs, promoting a culture of self-reflection and self-assessment among educators and making sure they match local policies, rules, and educational goals. Also, having local education officials and other important people involved can help make sure that reengineered supervision practises in schools in Rivers State work well and last for a long time.

Collaborative Goal Setting

Collaborative goal setting is a form of supervision in which supervisors and workers work closely together to set goals that are in line with both individual and organisational goals. Instead of imposing goals on workers from the top down, collaborative goal setting encourages open communication, helps people understand each other, and gets everyone involved. This method gives workers a sense of ownership, motivation, and engagement, which leads to better performance and job satisfaction in the long run. Lock and Latham's (2002)

There are a number of basic rules and steps that can be taken in order to successfully use collaborative goal setting in supervision:

1. Create an environment where there is trust, mutual respect, and good communication. This will make it easier for workers to say what they think, what they want, and what worries them. Promote an atmosphere that encourages openness and fairness, giving value to many different points of view.

2. Agabi and Okorie (2000) said that employees should be helped to set goals that follow the SMART framework, which means specific, Measurable, Achievable, Relevant, and Time-bound. This approach makes it easier to set goals that are well-defined, measurable, attainable, and consistent with both individual and organisational needs.

As a supervisory practise, collaborative goal setting has the potential to increase employee involvement, help align individual efforts with organisational goals, and create a productive and fulfilling work environment.

Promoting a Culture of Self-Reflection and Self-Assessment among Educators

Continuous professional growth and development are important in the field of education because they are needed to make sure that teaching and learning are of high quality. Promoting a mindset of self-reflection and self-assessment is a supervisory practise that has been shown to help teachers grow as professionals. Promoting self-reflection and self-evaluation among educators gives them the power to take charge of their own professional growth and improve their teaching methods. Self-reflection is the mental process that people use to look at their own thoughts, beliefs, and deeds. It is also called introspection. This self-reflection is meant to help people learn more about their own strengths, weaknesses, and chances for growth and development. Introspection and critical analysis of teaching practises, student outcomes, and personal career goals are important parts of the process (Brookfield, 2015). agreed that self-assessment is when teachers evaluate their own teaching practises, knowledge, and skills based on guidelines or standards that have already been set. (McMillan & Hearn, 2008) Educators are expected to be fair and honest when evaluating their own strengths and flaws, identifying areas where they need to improve, and setting goals to improve their performance.

There are many benefits to putting in place a supervisory practise that pushes teachers to do self-reflection and self-evaluation.

1. a) Professional Development: Self-reflection and self-assessment give teachers the chance to keep improving their skills, which makes them better teachers and helps their students do better in school (Marzano, 2010).

2.   b) Self-Awareness: Self-reflection and self-evaluation help teachers learn more about their teaching methods, teaching beliefs, and personal biases. Carter et al. (2017)

Implementing a Supportive Supervision Model as Supervisory Practices

Supervision plays a crucial role in offering assistance and promoting the professional growth of educators. The implementation of a supportive supervision model is widely acknowledged as a highly effective practise within the realm of supervision. The main goal of this model is to give priority to the development of a positive and collaborative supervisory relationship that supports the professional growth of individuals, improves instructional methods, and fosters a sense of job satisfaction within the educational community. Supportive supervision is a supervisory methodology that prioritises the principles of collaboration, trust, and mentorship or coaching. The primary goal of this initiative is to create an environment that promotes the development of self-esteem, respect, and empowerment among educators, thereby enabling them to improve their instructional approaches (Glickman et al., 2014).

The implementation of a supportive supervision model offers several benefits:

a)   The concept of professional development entails the provision of supportive supervision to educators, which involves the consistent provision of feedback, guidance, and access to resources. This approach aims to facilitate the improvement of teaching practises and the enhancement of professional skills among educators (Danielson, 2016).

b)   Enhanced Instructional Practises: Supportive supervision plays a crucial role in facilitating educators' growth by offering constructive feedback and personalised support. Through this process, educators are able to identify areas in need of improvement and implement effective instructional strategies (Marzano, 2010). The adoption of a supportive supervision model is an effective approach for promoting professional growth and increasing job satisfaction.

METHODOLOGY

The study adopted a descriptive research design. The population of the study comprised all supervisors in the ministry of education and the Rivers State senior secondary schools board. The total population of supervisors in the Ministry of Education is one hundred and ninety-one (191), and supervisors in the Rivers State Senior Secondary Schools Board are one hundred and thirty-one (131). Hence, the population for this study is three hundred and twenty-two (322).

The sample of the study is three hundred and twenty-two (322) supervisors in the Rivers State Ministry of Education and the Rivers Senior Secondary Schools Board. The census sampling technique was adopted. This technique is considered most appropriate because the population of the study is quite small and can be managed. However, out of 322 copies of the instrument distributed, 280 were correctly filled and returned, which represented an 87% return rate of the instrument distributed and used for data analysis. The instrument that was used for data collection was a self-constructed questionnaire titled Reengineering Supervisory Practices for Effective Goal Attainment Questionnaire (RSPEGAQ). Reliability for the study was determined using the Cronbach alpha coefficient statistics, which is an internal form of

reliability measurement that assesses the internal consistency of data. This form of reliability is considered most appropriate given time-constrained studies (where a specific time window is allowed for the study). The reliable index yielded a result of **a** = 0.892, which showed that the instrument was reliable and was adopted for the study. Mean and Standard Deviation Statistics were used to answer the research questions using the statistical package of SPSS version 25.

RESULTS

The results were presented in line with research questions and null hypotheses that guided the study as showed in the table below**:**

Answers to Research Questions

Research Question 1:

To what extent does collaborative goal setting enhance effective goal attainment in public senior secondary schools in Rivers state?

Table 1: Mean ratings of Ministry of Education Supervisors and Senior Secondary Schools Board Supervisor on the extent collaborative goal setting

S/N	Collaborative Goal Setting	Ministry of education supervisors 174		Senior secondary schools board supervisors 106		Remarks
		$\bar{X}_1$	SD_1	$\bar{X}_2$	SD_2	
1	It creates an atmosphere of trust and open communication where teachers feel comfortable	3.31	0.24	3.44	0.3	**HE**
2	Encourage an inclusive and non-judgmental culture that values diverse perspectives.	3.5	0.25	3.47	0.3	**HE**
3	Help them understand how their individual goals contribute to the school	3.21	0.23	3.18	0.28	**HE**
4	Clearly communicate the overall goals to the teachers.	3.04	0.22	3.24	0.28	**HE**
5	Acknowledge and celebrate employees' accomplishments when they achieve their goals.	2.91	0.21	2.66	0.25	**HE**
	Average Mean/Standard Deviation	**3.19**	**1.42**	**3.20**	**1.42**	**HE**

In table 1, five items were assessed to ascertain extent collaborative goal setting enhance effective goal attainment in public senior secondary schools in Rivers state. The results show mean scores that range between 2.91 (the least score) and 3.5 (the highest score) for ministry of education supervisors and 2.66 (least score) and 3.44 (highest score) for senior secondary schools board supervisors. Both scores are above 2.50 (the positive score)

Judging by the individual mean scores of both ministry of education supervisors and senior secondary schools board supervisors, It creates an atmosphere of trust and open communication where teachers feel comfortable (3.31) and (3.44), encourage an inclusive and non-judgmental culture that values diverse perspectives (3.5) and (3.47), help them understand how their individual goals contribute to the school (3.21) and (3.18), clearly communicate the overall goals to the teachers   (3.04) and (3.24), and acknowledge and celebrate employees' accomplishments when they achieve their goals (2.91) and (2.66). The overall mean score of 3.19 and 3.20 for supervisors in ministry of education and those in senior secondary schools supervisors respectively indicates that collaborative goal setting enhance effective goal attainment in public senior secondary schools in Rivers State.

Research Question 2:

To what extent does promoting a culture of self -reflection and self-assessment among educators enhance effective goal attainment in public senior secondary schools in Rivers state?

Table 2: Mean ratings of Ministry of Education Supervisors and Senior Secondary Schools Board Supervisor on the extent promoting a culture of self -reflection and self-assessment among educators

S/N	Promoting a culture of self -reflection and self-assessment among educators	Ministry of education supervisors 174		Senior secondary schools board supervisors 106		Remarks
		$\bar{X}_1$	SD$_1$	$\bar{X}_2$	SD$_2$	
6	Educators take ownership of their professional development and make improvements in their instructional practices	2.40	0.17	2.32	0.2	**LE**
7	Educators evaluate their own teaching practices, knowledge, and skills against predetermined criteria or standards.	2.28	0.18	2.12	0.17	**LE**
8	Educators gain a deeper understanding of their teaching philosophies, and personal	2.53	0.21	2.61	0.22	**HE**
9	It requires educators to be objective and honest in assessing their strengths and weaknesses.	2.69	0.21	2.81	0.24	**HE**

10	Educators identify areas for growth, and setting goals for improvement	2.46	1.23	2.47	1.23	**LE**
	Average Mean/Standard Deviation	2.40	0.17	2.32	0.2	**LE**

In table 2 the items were assessed to examined the extent promoting a culture of self -reflection and self-assessment among educators enhance effective goal attainment in public senior secondary schools in Rivers state

The results show mean scores that range between 2.28 and 2.69 for ministry of education supervisors and 2.12 and 2.81 senior secondary schools board supervisors. Individual mean scores of all the assessed items show that educators take ownership of their professional development and make improvements in their instructional practices to a very low extent since they have mean sores of (2.40 and 2.28) for ministry of education directors and (2.32 and 2.12) for senior schools board directors, Educators evaluate their own teaching practices, knowledge, and skills against predetermined criteria or standards (2.53 and 2.61), Educators identify areas for growth, and setting goals for improvement (2.46 and 1.23) respectively while Educators gain a deeper understanding of their teaching philosophies, and personal (2.53 and 2.61) and it requires educators to be objective and honest in assessing their strengths and weaknesses (2.69 and 2.81)

However, the overall mean scores of 2.46 for ministry of education supervisors and 2.47 for senior schools board supervisors indicate that promoting a culture of self -reflection and self-assessment among educators enhance effective goal attainment in public senior secondary schools in Rivers state to a low extent

Research Question 3:

To what extent does implementing a supportive supervision model enhance effective goal attainment in public senior secondary schools in Rivers state?

Table 3: Mean ratings of Ministry of Education Supervisors and Senior Secondary Schools Board Supervisor on the extent implementing a supportive supervision model

S/N	Implementing a Supportive Supervision Model	Ministry of education supervisors 174		Senior secondary schools board supervisors 106		Remarks
		$\bar{X}_1$	SD$_1$	$\bar{X}_2$	SD$_2$	
11	It plays a critical role in supporting and enhancing the professional growth of educators	3.43	0.24	3.25	0.28	**LE**
12	It focuses on creating a positive and collaborative supervisory relationship	3.43	0.24	3.39	0.3	**LE**
13	It creates a supportive environment where educators feel valued	3.43	0.24	3.49	0.3	**HE**
14	It helps educators identify areas for improvement and implement effective instructional strategies	3.62	0.26	3.64	0.10	**HE**
15	Supportive supervision model promote professional growth and job satisfaction	3.42	0.24	3.05	0.26	**LE**
	Average Mean/Standard Deviation	**3.47**	**1.55**	**3.36**	**1.50**	**LE**

In table 3, the items were assessed to ascertain extent implementing a supportive supervision model enhance effective goal attainment in public senior secondary schools in Rivers state. The results show mean scores that range between 3.05 (the least score) and 3.64 (the highest score) for ministry of education supervisors and 3.66 (least score) and 3.74 (highest score) for senior secondary schools board supervisors. Both scores are above 2.50 (the positive score)

Judging by the individual mean scores of both ministry of education supervisors and senior secondary schools board supervisors, it plays a critical role in supporting and enhancing the professional growth of educators (3.43) and (3.25), it focuses on creating a positive and collaborative supervisory relationship (3.43) and (3.39), it creates a supportive environment where educators feel valued (3.43) and (3.49), it helps educators identify areas for improvement and implement effective instructional strategies (3.62) and (3.64) and supportive supervision model promote professional growth and job satisfaction (3.42) and (3.05). The overall mean score of 3.47 and 3.36 for supervisors in ministry of education and those in senior secondary

schools supervisors respectively indicates that implementing a supportive supervision model enhance effective goal attainment in public senior secondary schools in Rivers state.

DISCUSSIONS OF FINDINGS

Extent collaborative goal setting enhance effective goal attainment in public senior secondary schools in Rivers State.

In table 1, five items were assessed to ascertain extent collaborative goal setting enhance effective goal attainment in public senior secondary schools in Rivers state. The results show mean scores that range between 2.91 (the least score) and 3.5 (the highest score) for ministry of education supervisors and 2.66 (least score) and 3.44 (highest score) for senior secondary schools board supervisors. Both scores are above 2.50 (the positive score). Judging by the individual mean scores of both ministry of education supervisors and senior secondary schools board supervisors, It creates an atmosphere of trust and open communication where teachers feel comfortable (3.31) and (3.44), encourage an inclusive and non-judgmental culture that values diverse perspectives (3.5) and (3.47), help them understand how their individual goals contribute to the school (3.21) and (3.18), clearly communicate the overall goals to the teachers (3.04) and (3.24), and acknowledge and celebrate employees' accomplishments when they achieve their goals (2.91) and (2.66). Glickman et al., (2014) agreed that collaborative goal setting promotes improved alignment between school administrators, teachers, and other stakeholders. Again (Yoon & Yang, 2011) The results of the study align with previous research indicating that the implementation of collaborative goal setting facilitates enhanced communication and collaboration among important stakeholders, such as school administrators, educators, parents, and students. The facilitation of effective communication enables the exchange of ideas, strategies, and resources, thereby promoting a more comprehensive and coordinated approach to achieving goals. Collaboration facilitates the process of collective problem-solving and mutual support, thereby potentially enhancing overall outcomes.

Extent promoting a culture of self -reflection and self-assessment among educators enhance effective goal attainment in public senior secondary schools in Rivers State.

In table 2 the items were assessed to examine the extent promoting a culture of self -reflection and self-assessment among educators enhance effective goal attainment in public senior secondary schools in Rivers state. The results show mean scores that range between 2.28 and 2.69 for ministry of education supervisors and 2.12 and 2.81 senior secondary schools board supervisors. Individual mean scores of all the assessed items show that educators take ownership of their professional development and make improvements in their instructional practices to a very low extent since they have mean sores of (2.40 and 2.28) for ministry of education directors and (2.32 and 2.12) for senior schools board directors, Educators evaluate their own teaching practices, knowledge, and skills against predetermined criteria or standards (2.53 and 2.61), Educators identify areas for growth, and setting goals for improvement (2.46 and 1.23) respectively while Educators gain a deeper understanding of their teaching philosophies, and personal (2.53 and 2.61) and it requires educators to be objective and honest in assessing their strengths and weaknesses (2.69 and 2.81). Danielson (2007) finds evidence supporting the notion that when educators are prompted to participate in self-reflection and

self-assessment, it enhances their understanding of their teaching methods and the influence they have on student learning outcomes. Timperley et al. (2007) further opined that the establishment of a culture that promotes self-reflection and self-assessment among educators is conducive to fostering professional collaboration. Educators have the opportunity to engage in peer observation, feedback, and dialogue as a means of acquiring knowledge from one another, facilitating the exchange of ideas, and disseminating best practices.

Extent implementing a supportive supervision model enhance effective goal attainment in public senior secondary schools in Rivers State.

In Table 3, the items were assessed to determine to what extent implementing a supportive supervision model enhances effective goal attainment in public senior secondary schools in Rivers State. The results show mean scores that range between 3.05 (the least score) and 3.64 (the highest score) for ministry of education supervisors and 3.66 (the least score) and 3.74 (the highest score) for senior secondary school board supervisors. Both scores are above 2.50 (the positive score).

Judging by the individual mean scores of both ministry of education supervisors and senior secondary school board supervisors, it plays a critical role in supporting and enhancing the professional growth of educators (3.43) and (3.25); it focuses on creating a positive and collaborative supervisory relationship (3.43) and (3.39); it creates a supportive environment where educators feel valued (3.43) and (3.49); it helps educators identify areas for improvement and implement effective instructional strategies (3.62) and (3.64); and the supportive supervision model promotes professional growth and job satisfaction (3.42) and job satisfaction (3.42) and (3.05). (Glickman et al., 2014).

(Glickman et al., 2014) agreed with this finding that the supportive supervision model fosters self-reflection and self-assessment among educators. Supervisors play a crucial role in offering educators feedback, guidance, and resources to facilitate their self-reflection on instructional practices and the establishment of improvement objectives. (Danielson, 2016). (2012) concur that the implementation of supportive supervision fosters a collaborative atmosphere wherein educators experience a sense of support and empowerment. Supervisors play a crucial role in promoting collaboration among educators, fostering opportunities for joint reflection on instructional practices, and facilitating the collective establishment of goals.

CONCLUSION

The implementation of reengineering strategies in supervisory practises is crucial for the efficient management of public schools in Rivers State. By implementing supportive supervision models that cultivate a culture of self-reflection, public schools can observe significant improvements in goal attainment, professional growth, collaboration, accountability, and instructional leadership. Through the implementation of reengineered supervisory practises, administrators possess the capacity to establish an environment that is conducive to the continuous growth and development of educators, ultimately facilitating the overall attainment of schools in Rivers State.

RECOMMENDATIONS

Based on the findings of this study, the researcher put forward the following recommendations:

1. Create an environment that fosters positivity and collaboration, wherein supervisors adopt a coaching approach to provide educators with constructive feedback, guidance, and support. The coaching methodology should place emphasis on the values of collaboration, respect, and trust in order to foster a culture that facilitates personal and professional development.

2. It is imperative to offer extensive training and support opportunities to educators in order to enhance their capacity for self-reflection and deepen their understanding of the importance of ongoing self-assessment. These opportunities may include various activities such as workshops, mentorship or coaching programmes, conferences, and orientation sessions. The main objective of these activities is to support educators in actively participating in critical self-reflection in order to enhance their instructional practises.

3. Establish a systematic framework that integrates the involvement of administrators, educators, and other pertinent stakeholders in the endeavour of formulating objectives. This objective can be accomplished by promoting open and honest communication and facilitating collective decision-making processes, thereby guaranteeing congruence with the educational institution's overarching vision and goals.

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