

PRINCIPAL'S SUPERVISORY TECHNIQUE AS CORRELATE OF TEACHERS JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ZONE 'C' SENATORIAL DISTRICT OF BENUE STATE, NIGERIA

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Abstract

This study investigated the principals' supervisory technique as correlate of teachers' job performance in public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria. Specially, the study examined the influence of principals' supervisory techniques on the classroom visitation, workshops and demonstration techniques as correlate of teachers' job performance in public secondary schools. Three (3) research questions and three (3) hypotheses guided the study. The review of related literature was done under the conceptual framework which identified the influence of principals' classroom visitation, workshops, and demonstration techniques in public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria. The population of the study comprised two thousand nine hundred and thirty (2,930) teachers from 96 grant-aided secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria. A sample of two hundred and ninety-two (292) teachers from fourteen (14) selected secondary schools was used for study. A 15- items structured questionnaire developed by the researchers titled "Principals Supervisory Technique and Teachers' Job Performance Questionnaire (PSTTJPQ)" was used for data collection. A reliability

estimate of 0.87 was established for the instruments. Descriptive statistics of mean and standard deviation were used to answer the research questions while the Chi-square statistical tool was used to test the hypotheses at 0.05 level of significance. The findings revealed that principals' classroom visitation, workshops and demonstration technique significantly influence on teachers job performance in public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria. Based on the findings of the study, it was recommended amongst others that Principals should endeavor to pay adequate attention to classroom visitation and provide professional assistance and guidance were necessary. Also the Educational administrators in collaboration with Teachers Service Board (TSB) should regularly organize workshops so as to enhance teachers' job performance in schools. Principals should ensure that efforts are made to make the demonstration techniques genuine and natural so that artificiality could be avoided. Conclusion were made and implication of the findings drawn.

Keywords: Principals, Supervisory Techniques, Teachers, Job performance, Public Secondary schools.

Introduction

Education in Nigeria is an instrument for effective national development. The country's educational goals have been set out in the national policy on education in terms of their relevance to the needs of the individual and the society. The achievement of an educational administrator depends on his/her supervisory skills, capacities and ability to make reasonable decision for effective secondary school administration. Supervision of instruction has become very necessary in recent times because of the importance attached to education and the desire to improve the quality of education in Nigeria. According to Osakwe (2013) supervision is concerned with the provision of professional assistance and guidance to an academic staff and students geared towards the achievement of effective and efficient teaching and learning in the universities. The principal as a supervisor provides professional guidance to teachers in order to improve their competencies for effective teaching process in order to enhance the learning and growth of students. The principal in carrying out his/her duties, assists the teacher to perform effectively in the areas of preparation of lesson plan and lesson notes before lesson delivery, good use of instructional methods and teaching aids, ensuring effective records keeping. He does through class observation, class visitation, workshops, demonstration, research, and classroom management among others. Through supervision, the principal can provide meaningful feedback and direction to teachers that can have profound effect in the learning that occurs in the classroom. The principal as an instructional leader is entrusted with the responsibilities of improving the quality of instructional delivery through adequate supervision of teachers. According to Ugboka (2013) school principals are the administrators whose responsibilities are to provide variety of supervisory skills for teachers to see the need for change thus, plan behavior for effective teaching and learning process. Ezeocha (2014) sees the functions of the principal as supervision of instructions, curriculum development, and evaluation, school community relations and management of school finance, staff and students personnel administration, among others. According to Leigha (2010) the functions of school supervisor in order to carry out effective supervision include; making classroom visits, supervising teachers by checking their scheme of work and lesson notes, checkmating teachers classroom attendance, checking absenteeism and

rewarding hardworking teachers as well as punishing indolent ones by assigning administrative duties to them as means of encouraging to do the right things at the right time. However, instructional supervision is the action taken to mentor and monitor subordinates or teachers and provide supportive and conducive atmosphere for improvement on the instructional process. It requires planning, 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. Instructional supervision provides opportunities for the supervisees to up-date their skills and knowledge in order to adapt to innovative ways of instructional delivery. Instructional supervision provides a platform for interaction between the principal (supervisor) and the teacher (supervisee) to achieve the desired effects on students (learners). It involves the extent to which the teacher participates in the overall running of the school in order to achieve the expected objectives and goals of the school.

Teachers job performance is concerned with overall ability of the teacher to exhibit the right attitude to work, be committed and dedicated to the teaching roles and making deliberate efforts towards the attainment of educational goals and objectives. The indicator of teachers job performance is evaluated in his/her ability to make deliberate efforts to enhance students academic achievement, possession and display of in-depth knowledge of his or her subject matter, presentation of lesson in a well-organized manner, effective classroom organization and control, participation in the school curriculum activities, regularity and punctuality in the school, maintenance of good interpersonal relationship with subordinates and superiors, discipline, motivation and counseling of students and compliance to teachers professional code of conduct among others. According to Igwe (2008) teachers' job performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral rightness and academic excellence in the teaching profession. In view of the foregoing, it has become vital that principal supervisory technique be properly directed for effective and efficient teaching-learning and job performance of teachers. This can be possible only through effective supervisory techniques. Nnebedum and Akinfolarin (2017) states that the responsibility of ensuring that effective teaching and learning take place and the extent to which instructional supervisors carry out their duty is by employing various techniques/skills to enhance teachers' job performance in schools. The use of appropriate techniques of supervision by principals in the school is necessary for the improvement of teaching and learning. There are several instructional supervisory techniques, Obi (2005) outlined many strategies/techniques available for supervisors to help teachers improve on the job and also facilitate effective instruction in schools. Some of the supervisory skills include classroom visitation, workshop/seminars, demonstration, micro-teaching, classroom observation; inter school visitation, clinical supervision, research approach, and self appraisal and among others.

Classroom visitation, imply the visit by the supervisor/principal to the classroom to watch teacher and students in action. According to Ani (2015) the purpose of such visit whether scheduled or unscheduled should be to aid teachers. It is also an avenue to study the nature and quality of the students' learning and means by which the teacher guides or directs it. Classroom visitation therefore, allows the principal as supervisor to assess the curriculum in action. It offers the principal an opportunity to understand the status of curriculum and the experience which the students are having. Through visitation, the principal can detect defects

in the curriculum or in the teaching and learning process. During class visits the supervisor (principal) should take cognizance of the position of the teacher before his/her students and the effects of his/her presence on the teaching and learning activity. The supervisor (principal) should also be friendly to allow the entire class to be free to express themselves (Ogunsanju, 2006). The use of workshop technique as supervisory skills is gradually being recognized. The technique offers a group of people working together an opportunity to be able to identify problems and proffer solution to them during discussion and conferences under the supervision of resource persons or professionals. Nwaham (2008) notes that the concept of teachers workshop can be in two folds, all school teachers meeting with supervisor and individual teachers meeting with supervisor. Nwaham further maintains that all school teachers meeting is more or less a staff meeting in the school during which exchange of ideas take place and new innovative ideas are brought forth. Workshop is a supervisory technique where people share their knowledge in group towards achieving common goal. Demonstration technique/skill is another supervisory technique which involves teaching and learning activities in which the principal who is skilled and experienced illustrates the use of educational materials, procedures or strategies in order to improve instruction. During demonstration vice chancellors clearly explain the subject matter using vivid examples. However, principal as supervisor should allocate adequate time in practicing teaching demonstration and supervisory services for effective and efficient instructional improvement in the secondary school system of education.

Statement of the Problem

The success of a principal depends on his ability to discharge his supervisory skills and make judicious use of his managerial skills. There are speculations by stakeholders of secondary school education, especially educational administrators, parents, and students that lack of adequate supervisory and managerial skills of many principal jeopardize the effectiveness of public secondary schools resulting in poor academic performance of students in those public schools. The negative attitudes of teachers and poor academic performance of students in public secondary schools particularly in the Zone 'C' Senatorial District of Benue State, Nigeria is connected to poor supervisory skills and competences of principals in these public secondary schools. The ability of teachers to render cooperative and effective service will determine the extent to which schools will achieve their goals and objectives. This is because; the actual work of pedagogy and the attainment of educational results rest on the shoulders of teachers of these schools. Teachers in the study area are expected to prepare lesson notes, teach and evaluate students' performance during and at the end of the term. The extent to which teachers carry out these duties depends on how effective their principals are performing their instructional supervisory roles.

It is observed in the study area that there is laxity on the part of teachers in their professional role performance. Many teachers are merely staying on the job to look for better jobs outside resulting in the constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and other forms of indiscipline. These attitudes constitute a big problem to the attainment of educational goals in the universities in the study area. This is an indication that instructional supervision is not regularly done by the principals in order to provide professional guidance and assistance to teachers to enable them improve on their instructional delivery. The school principals in Zone 'C' Senatorial District of Benue

State, Nigeria seem to spend more of their official hours on other administrative duties to the detriment of supervision of instruction. It is in the light of this unpleasant situation that this study was set out to investigate the influence of principals' supervisory skills as correlate of teachers' job performance in public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria.

Purpose of the Study

The purpose of the study is to investigate the influence of principals' supervisory technique as correlate of teachers' job performance in public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria. Specifically, the study sought to:

1. determine the extent to which principals classroom visitation technique influence teachers job performance in public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria;
2. establish the extent to which principals workshops technique influence teachers job performance in public secondary schools;
3. determine the extent to which principals demonstration technique influence teachers job performance in public secondary schools;

Research Questions

The following research questions guided the study

1. To what extent does principals' classroom visitation technique influence teachers' job performance in public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria?
2. To what extent does principals' workshops technique influence teachers' job performance in public secondary schools?
3. To what extent does principals' demonstration technique influence teachers' job performance in public secondary schools?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. Principals classroom visitation technique has no significant influence on teachers' job performance in public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria.
2. Principals workshops technique has no significant influence on teachers' job performance in public secondary schools.
3. Principals demonstration technique has no significant influence on teachers' job performance in public secondary schools.

Significance of the Study

The findings and recommendations of this study may be of immense benefit to stakeholders in education such as the Educational administrators, government, teachers, parents, students and the general public who may device means of applying the recommendations of this study

in the effective supervision of institutions particularly public secondary schools in improving and enhancing teachers job performance as well as students academic attainment. Again, the findings of this study would open the eyes of the educational administrators, principals to the relevance of classroom visitation, workshops technique and demonstration techniques. Similarly, the government through the findings of this study may get pertinent information on the influence of principals supervisory technique as correlate of teachers job performance in public secondary schools in Nigeria and Zone 'C' Senatorial District of Benue State, Nigeria in particular and device means of ameliorating the difficulties in the administration of public secondary schools occasional by the lack of principals classroom visitation, workshops and demonstration techniques among others. Additionally such recommendations may help the government to be more proactive in appointing principals for those public secondary schools and management of education generally. Finally, the findings and recommendations of this study may expand the frontiers of knowledge by contributing to the knowledge bank on the likely influence of principals' supervisory skills as correlate of teachers' job performance in public secondary schools and stimulate further research on the subject matter and related areas.

Review of Related Literature

This section reviewed the literature which is pertinent and relevant to the study.

Concept of Principals Supervisory Technique

The principal as a supervisor provides a professional guidance to teachers in order to improve their competencies for effective teaching process to enhance the learning and growth of the students. The principal in carrying out their duties and skills assist the teacher to perform effectively in the areas of preparation of lesson plan and lesson notes before lesson delivery, good use of instructional methods and teaching aids, keeping and maintaining of school records, classroom management and among others. Through supervision the principal can provide meaningful feedback and direction to teachers that can have profound effects in the teaching and learning that occurs in the classroom. Teachers' supervision is a critical issue in educational leadership, it involved lots of leadership aspects, identifying, supervision, teachers' skills, students' performance, the effectiveness of the school types and technical skills. Therefore, the role of a school administrator or a principal is to supervise, planning, developed competitive strategies/techniques for the school. Thus a principal's duty is very challenging and should be able to different between administrative duty and supervisory techniques. The principal as an instructional leader is responsible for maintaining and improving the quality of instructional programmes for the effective and efficient attainment of the set educational objective of the school. The functions of the principal as instructional leader include managing curriculum and instruction and supervision of classroom instruction among other function. In managing curriculum and instruction, the principal must as sum responsibility and leadership functions concerning the curriculum that is foremost in establishing an effective instructional programme. The principal plays the role of the team leader in relation to curriculum development. Supervising classroom instruction involves the principal observing a teacher and analyzing his or her classroom practice and the teaching and learning process. This is a situation where the teacher is working directly with the learners and the principal is present as a witness to observe systematically classroom events. The principal as school heads, therefore need to provide support to teachers, they have to be

involved in the implementation of instructional programmes by over seeing what teachers are doing with the students. A good principal should devote himself to supervise the teaching and learning process in his school. The vice chancellor as the supervisor is the one who oversees the activities of teachers and other workers in the currently system to ensure that they conform to the generally accepted principles and practice of education. .

This desired expectation in education could be achieved through effective supervision since it creates the awareness of sound education philosophies in teachers since the responsibility of ensuring that effective teaching and learning takes place lies with the instructional supervisor and by employing various techniques to enhance teachers' job performance. The technique of instructional supervision has been described by Onoyase (2007) as modern strategy of supervision which can be employed by supervisors to help teachers improve on the job and also facilitate effective instruction in schools. Nakpodia (2006) assets that instructional supervision in the modern era, centers on the improvement of the teaching, the benefits of both the teacher and learners, help in the identification of areas of strength and weakness of teachers. Follow-up activities that should be directed at the improvement of indentified areas of teachers' weakness and giving recognition to the teachers and create a coordinial working atmosphere based on good human relations. More so, it helps the teachers in term of self discovery particularly in the areas of improvisation and use of modern teaching aids as a basic for improving teaching skills.

Teachers Job Performance

Teachers' job performance involves all the activities carried out by the teacher to achieve the desired effects on students, it involves the extent to which the teachers participates in the overall running of the school in order to achieve the expected objectives and goals of the school. In other words, performance is the accomplishment of school goals. Akinwumi (2005) describes teacher job performance as the ability of the teacher to combine relevant inputs for the enhancement of teaching and learning. Akinwumi further states that as the duties performed by teachers such as teaching, assessing and marking students test, examination, records keeping and participation in school disciplinary committee at a particular period in school system in achieving educational organizational goals. Teachers' job performance is the measurement of the degree of success or failure teacher who have been assigned a specific task or given responsibilities to perform which result to achieving the school goals. Ekpoh and Eze (2015) defines teachers job as the measurement of the quality of instruction given to learners by teachers in the school which is the rightly intended accomplishment of the school. Teachers' job performance is the degree to which a teacher executes particular role responsibilities in accordance with specified standard. However, Affianmagbon (2007) observes professional laxity on the part of teacher that many teachers are merely staying on the job to look for better job outside.

Affarnmagbon further complains that constant cases of absenteeism, persistent lateness, to school, irregular and unauthorized movement from duty post and indiscipline constitute a big problem attainment of educational goals in the schools. Arinze (2008:32) has called attention to the state of affairs in our schools where in his word "a totally unwholesome and non-professional behaviour of teachers such as absenteeism, lateness, malingering, trading and the general low level commitment to duty which appears to be indices of lack of

supervision in school administration". Given this scenario in the school, it is the duty of the principal to coordinate such activities through effective supervision, without which effective teaching may not be accomplished easily. Supervision of instruction has become very necessary in recent time because of the importance attached to education and desire to improve the quality of education. According to Osakwe (2013) supervision is concerned with the provision of professional assistance and guidance to teachers and students geared towards the achievement of effective teaching and learning in the school. Principal as a supervisor provides a professional guidance to teachers in order to improve their competencies for effective teaching process to enhance the learning and growth of students. Nakpodia (2006) defines teacher job performance as behavior that can be evaluated which contributes to organization effectiveness. Performance is related to the extent to which the educational managers is able to accomplish the task are met. It is of paramount importance in maintaining an enviable position of an organization.

Influence of Principals Classroom Visitation Techniques on Teachers Job Performance in Public Secondary Schools in Zone 'C' Senatorial District of Benue State, Nigeria

Classroom visitation is a live systematic observation of a teacher at work. The principal visits the classroom in an actual situation and observes how the teacher teaches in his/her class. It is a supervisory technique in which the principal 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 organization among others. Classroom visitation is not an avenue for faults finding exercise but a platform for principal to involve teachers in the process of improving upon their short comings. According to Dikeogu and Eric (2019) classroom visitation involves practically in real classroom situation, whereby the supervisee (teacher) present what he or she had prepared for his/her lesson ,utilizing various teaching pedagogies, instructional materials, interacting with the learner (students) jotting salient points on the instructional board, assessing the students using both formative and summative evaluations, co-coordinating class activities while the (principal) supervisor observe and evaluates what and how the teacher has performed. It is clear that good teaching leads to assessment of the students' performance in the course of the lesson and adjusting teaching accordingly. The most important duty of a principal or supervisor is the supervision of students' written work to ascertain if teaching and learning is taking place in the school. Effective supervision of student written work improves quality of teaching and students learning. Dikeogu and Eric further states that proper learning is not taking place in a classroom where the principal (supervisor) refuses to verify what the teacher has taught through supervision of students' written work, asking them questions and making corrections of them. But by doing all these things and encouraging the students, the principal will be in charge or in control. The principal (supervisor) focuses on the planning and presentation of the lesson (the teachers' voice, speech and habit clarity, appropriateness of language) as well observe the teacher and students relationship, student participation in the lesson and the use of appropriate instructional materials. However, the selection of materials to be used depends on a number of factors.

Obidoa (2006) notes that selection of instructional materials or media depends on certain factors. These are; instructional objectives, availability of media, age level, interest and background of learners, teacher's capacity, cost and technical quality consequently, principal

have to make sure that teachers utilization of institutional materials meet these criteria. Principal should also guide against the over utilization of resources. Instructional materials are very vital to the achievement of educational objectives. Its importance cannot be overemphasized. It is therefore, paramount that the principal ensures that adequate instructional materials are available for the teachers use and that the teachers use them effectively to make their teaching effective. According Edo and David (2019) instructional supervisory behavior are those activities that school administrators or supervisors exhibit towards teachers during supervision. The need for instructional supervisory skills is to improve the performance of incompetent and competent teachers through providing guidance and direction for staff professional development in managing educational system. Confirming this Lovell (2005) states that the scope of principal role include leadership in instructional activities, development of staff classroom mentors, development of curriculum and instruction and overall evaluation. Classroom visitation techniques supervision therefore deals with the observation of facts in teaching and learning situation. Through classroom visitation the principal (supervisor) can solve educational problems which may add to his own professional knowledge and growth as well as of these teachers under him/her (Ezeocha, 2014). Teachers are the most important set of people that the principal relates to frequently. Apart from this, the quality of teaching staff determines to a large extent the success of instructional activities, education is an ongoing process, which is constantly keep abreast of such changes. Teachers need to be current in the subject matter and in new techniques of teaching. The supervisor that adopts classroom visitation technique focuses on planning and preparation of lesson and presentation of the lesson, Osuji (2010) states that supervisors lesson notes supervision is a prescribed requirement in the teaching profession for school administrators and supervisors to undertake to help and correct the improvement of teachers' performance in teaching and learning in the classroom. Osuji further emphasizes that exhibit strictness in the course of performing this prescribed requirement in the teaching profession which is referred to as supervisory techniques. Classroom visitation is a basic instructional supervisory technique the principal observes how the teachers plan their work for delivery to students. The supervisor must prepare a supervision schedule indicating how the teacher maintains class discipline, provides for learner differences, the lesson presentation, mastery of content, learner involvement as well as teaching methodologies used (Sule et al, 2015). The principal can video tap the lesson without being disruptive to the class so as to sit later with the supervisee and discuss the strengths and weakness of the supervisee's lesson in an attempt to improve teacher's quality in instructional process.

According to Elujekwute (2019) classroom visitation focuses on the individual empowerment of the teachers. This because they play a great role in encouraging the teacher to focus on learning and delivery of knowledge to the 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 principal. Ogunsaju (2006) suggests that the principal should center his/her observation on planning and preparation, presentation during the lesson, teacher relationship with the learner as well as the teachers' personality in reference to planning and preparation. Furthermore, the principal should also lay emphasis on the effectiveness of communication by the teacher. The particular aspects of communication include speech habits, choice of words, voice, the presenter's subject knowledge and the skills in effecting learner's participation in the course of the lesson. According to Ekpoh and Eze

(2015) classroom visitation has an implication on the teaching methodologies adopted by the teachers, the teachers who were observing their experienced colleagues on teaching methodology learned much about teaching procedure, while teaching would help them in becoming more effective teachers while improving their self awareness. Nyamwamu (2010) reveals that principals never at all observe teachers in classroom due to inadequate time and too many responsibilities of managing the school make them unable to visit classes. Shuaibu (2016) agrees with Nyamwamu (2010) on the fact the principals do some informal classroom visit. The inability of principals to visit classes or carry out meaningful classroom visits makes them fail to learn what is being done in the classroom. Furthermore, they are not in touch with the methods being used, the attitudes and reactions of students and other factors that influence the teaching and learning process in their schools. This consequently means that there would be poor teaching and learning which essentially may mar the students' academic performance in schools.

Influence of Principals Workshop Technique on Teachers' Job Performance in Public Secondary Schools

Workshop as a supervisory technique has been found to be useful, resourceful and rewarding, it is a technique adopted by principals in which teachers are brought together in an organized way to enable the principal communicate with them on matters of school and classroom management and mostly especially on instructional improvement as the act making progress in instructional delivery for better academic achievement. The use of workshop technique by principals in his supervisory skills involves organizing various workshops, seminars, conferences with intention of rubbing minds together on current and other issues that could lead to improvement in teaching and learning condition in the school. To buttress this, Ekpoh and Eze (2015) points out that workshop as an instructional supervisory technique, is a platform where the supervisor, teachers and subject specialists are brought together to exchange ideas and share teaching experiences in order to acquire knowledge and skills to meet current and emerging demands of teaching profession. During workshop, ideas are exchanged analyses of new ideas are achieved, evaluation of concept and suggestions are made, conclusion are drawn and decision taken. It is essential for the supervisor to involve subject experts during workshop. This is because the school principals who are a graduate of science might have limited knowledge of the content and methodologies of teaching Arts subjects. Involvement of heads of departments or subject specialists is imperative in providing professional assistance to the supervisees. Workshop technique has recently become a very useful tool and method of supervision. It affords teachers the opportunity to exchange ideas, foster good spirit and relationship among professional colleague and acquaint them the new and special problems that they might be confronted within the school. According Sullivan and Glannz (2005) workshop supervisory techniques entail practical discussion and work on a particular topic or subject has positive influence on teachers' job performance. The principal has the primary functions of exhibiting effective and efficient instructional skills for the improvement of diversified curriculum and quality of instructional programme for effective attainment of set school goals. The federal Republic of Nigeria (FRN, 2004) and Ezeocha (2014) identifies management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluation of students' progress and achievement, promotion and enhancement of learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major

supervisory functions of school principal. Workshop is a supervisory technique where people share their knowledge in group towards achieving common goal. According to Harris and Sass (2006) workshop is a period of discussion and practical work on a particular to pre/subject, where groups of people share their knowledge and experience. The members of the workshop discuss and exchange views on a certain issues and the duration of the workshop may be from three to ten days depending upon the gravity of the problems. It affords teachers the opportunity to exchange ideas, foster good spirit and relationship among professional colleagues and acquaint them with the new and special problems that they might be confronted within the school. A good workshop, seminar or conference is planned several weeks before commencement and it may run into several days or weeks depending on the objective(s) and a good degree of flexibility is necessary in the planning of a workshop. Slavin (2013) contends that for workshop to be effective, there must be group goals and individual accountability. For this to be done principal as supervisor must ensure that every participant or teachers had learned something as this could form the basis of his/her job performance. It would be in the interest of every participant to spend time not only in answering questions on areas that seemed unclear to him/her but also to explain to his group-mates what he had understood for which they do not understand even through the principal as supervisor were primarily meant for such tasks. Principals' workshop technique plays a significant role in the job performance of teachers in terms instructional ability, classroom discipline, communication effectiveness, teaching methods and use of teaching aids among others.

Principals or educational administrators should communicate new ideals and trends in the educational organization to teachers in order to ensure instructional improvement and during workshop, ideas are exchange, analyses of new ideal are achieved, evaluation of overall ability of the teachers to exhibit the right attitude to work, be committed and dedicated to the teaching roles and making efforts towards the attainment of educational performance is evaluated in his or her ability to make deliberate efforts to enhance students academic achievement and display of in-depth knowledge of his subject matter, presentation of lesson in well organized manner, effective classroom management and control, participation in the school curricular activities, regularity and punctuality in the school, maintenance of good interpersonal relationship with subordinates and superiors, discipline and counseling of students and compliance to teachers professional code of conduct among others. Babayemi (2006) opines that ineffective instructional supervision leads to poor performance among learners. Babayemi further recommends regular workshop seminars and conferences to enhance higher teachers job performance in educational system. Sule (2013) agrees with this argument that effective instructional supervision results higher students academic achievement in the school while fewer supervision or lack of it lead to laxity of teachers' hence poor job performance in school. Nyamwamu (2010) notes that secondary schools can make a difference to teachers job performance through the principals' supervisory technique. It is the principal who sets the pace, and guiding the teachers and students to perform to their best. Workshop activity involves a small group of people temporarily formed to discuss a specific topic or work on a common problem and trying to find solutions to a specific problem. Maximum emphasis is always on interaction and an optimum amount of critical analysis of ideas related to the problem or topic at hand is encouraged to a permissive topic-centered, face-to-face situation. According Elujekwute (2019) there are certain features of educational workshop, they are as follows; Workshop must be held when all the participants would be available; Workshop must be a reflection of obvious educational problem of teachers and

other professionals; and It must have a leader or a coordinator who preside over the planning of the workshop, control the workshop, ensures attendance of all participants. Evaluation is very important in workshops. A workshop without evaluation will not achieve much because, it is through evaluation that the entire values and results of the workshop would crystallize. The evaluation should cover the process of the workshop, the method of cooperation and the learning outcomes. Evaluation results will help all the participant informed on the gains of the workshop and highlights the need for the workshop.

Influence of Principals Demonstration Technique on Teachers' Job Performance Public Secondary Schools

Demonstration techniques involves teaching and learning activities in schools in which principal who is skilled and experienced illustrates the use of instructional materials, procedures in order to improve the teachers job performance in schools. The principal clearly explains the subject matter by using vivid illustrations and examples during classroom demonstration. Ani (2015) states that demonstration technique gives teachers the opportunity of asking probing questions that can lead to discovery of new methods and ideas that enhances teachers job performance in educational institutions. The principal is expected to allocate adequate time in practicing teaching demonstration for effective classroom teaching and learning. Onuoma (2016) state that demonstration technique involves the presentation of pre-arranged series of events in form of teaching by a master-teacher to a group of teachers to see and this technique is used to enhance individual teacher's growth and skills on the job. The viewers should be given enough notice because of importance of attendance and they should be adequately involved in the exercise. Onuoma further suggests that this technique should be realistic and practicable, video tapes and guided practice can be used to enhance the effectiveness of teachers' job performance. According to Onyeike and Nwosu (2018) demonstration teaching involves instructing and learning exercises exhibited by head of department who is talented and experienced with the goal of delineating instructive statutes, strategy or methodologies for the instructors to adopt. In this sense it is expected that principals should be competent in some of the various subjects' areas taught in the school. It could be advised that while it is the obligation of the principal to arrange and supervise the procedure of teaching in all areas, he should have a mastery of at least two of the subjects taught in the school and the current methodology employed in teaching them. Mbipom (2006) insists that demonstration technique is helpful in enhancing teachers' competency when it involves advancement and innovation such as utilization of new equipment, new approach, reading, a new textbook or module, curriculum and a new orthography. Such a demonstration offer viewers skills required in carrying out their roles responsibilities. Demonstration technique has been shown to be effective with both large and small groups. The greater the degree of participation and sensory involvement by learner, the more effective learning will be.

In the same vein, Lashway (2010) opines that principals should likewise serve as pioneers for students learning and should know the programme content and pedagogical procedure. They should know, collect and analyze data in a way that fuels excellence. Instructional supervision is the actions taken to mentor and monitor subordinates or teachers and provide supportive and conducive atmosphere for improvement on the instructional process. It requires 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. Commenting on this issue Onyeike and Nwosu (2018) states that some teachers perceive supervisors criticizing teachers notes of lesson as fault finding. The principal observes the lesson note and criticize or point out faults or problems on the lesson notes and give ideas or corrections to them. Criticizing is the act of bringing out the real facts from an opinion or giving a judgment of fault finding with somebody's work with the aim of advising for correction. However, principals' criticisms of lesson notes that are not correct are to bring out the correct facts or ideas from the lesson properly, but were the lesson notes is not criticized as it was not properly planned or prepared, the teacher will use it like that and deliver his/her lesson and this will lead to or contribution to poor impartation of knowledge. The school principal in carrying out their duties assist the teachers to perform effectively in the areas of preparation of lesson plan and lesson notes before lesson delivery, good use of instructional methods and teaching aids, keeping and maintaining of school records, classroom management among others. Through supervision the principal can provide meaningful feedback and direction to teachers that can have profound effect in the learning that occurs in the classroom. The principal cannot criticize any lesson note that is properly and carefully prepared rather use it as a reference to other teachers whose lesson note are not well planned and prepared. It is only lesson notes that he find errors or mistake that he corrects and thereby making the teacher to know what he/she have not known before and ought to know, this will help him/her to grow professionally. Sule (2013) maintains that proper teaching and learning is not taking place in a classroom where supervisor refuses to verify what the teacher, has taught during classroom demonstration, through supervision of students' written work, asking them questions, making correction to them. But by doing all these things and encouraging the teachers and students, the supervisor will be in charge or in control.

Nwaham (2008) affirms that supervision of teachers lesson note and lesson presentation is good direction and disciplinary act when supervisor is able to help or make the teachers realize mistakes and correct them. Nwaham further maintains that an ideal or good supervision of teachers help to sharpen or improve their job performance in turn to enhance students knowledge. Some teachers perceive supervision of students written work by supervisors as assisting both them (teacher) and the students to grow and improve or increase their knowledge through the corrections, directions and encouragement that is given to them and not as a witch hunt in managing educational system. Efforts should be made to make the demonstration genuine and natural so that artificiality could be avoided. Demonstration may be used for workshop or any other course of study where knowledge and skill is being improved. After the demonstration, a follow up should be made. According to Obi (2005) demonstration involve teaching and learning activities presented for the purpose of illustrations, descriptions, narrations, suggestions, drawing of comparisons and concretize teaching and learning contents. It reflects on procedures or strategies to accelerate the level of instructional processes. Ekpo and Eze (2015) observes that the principal as supervisors found little or no time to practice teaching demonstration and providing other supervisory services for instructional improvement. Edo and David (2019) states that perception of principals instructional supervision in secondary schools had high and positive perception of instructional supervision but that their performance was not above average. Common experiences revealed that it is not possible for anyone or supervisor to be competent enough in the various subjects of the school. Osakwe (2013) advises that it was the duty of the

principals to plan and organize the teaching demonstration and not oblige to do all the teaching. Thus, demonstration method as part of the supervisory technique had been discovered to be one of the most effective tools in stimulating teachers' growth. Nakpodia (2006) identifies ways teachers can improve of demonstration method in the classroom thus allowing students to use several senses of seeing, hearing and possible experience. Also ideas should be presented to stimulate interest, if these precautionary measures are not taken; demonstration cannot enhance students' participation in the teaching and learning activities effectively.

Methodology

The Benue South Senatorial District known as Zone 'C' within Benue State covers eight (8) Local Government Areas which include, Ado, Agatu, Apa, Obi, Ogbadibo, Ohimini, Oju and Otukpo. Descriptive survey design was adopted for the study. The population of the study comprised two thousand nine hundred and thirty (2930) teachers from 96 grants aided public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria. A sample of two hundred and ninety-two (292) teachers from fourteen (14) grant- aided public secondary schools selected was used for the study. Stratified random sampling technique was used to select the sample size because the population was heterogeneous. A-15 items structured questionnaire developed by the researchers titled "Principals Supervisory Technique and Teachers Job Performance Questionnaire (PSTTJPQ)" was used for data collection. The questionnaire was validated by experts in the Department Educational Management and Test & Measurement From, Faculty of Education, Benue State University, Makurdi. The questionnaire was trial tested using 50 teachers from five (5) public secondary schools from Makurdi Education Zone that were not part of the sample population. The data collected was analyzed using Cronbach Alpha correlation co-efficient which yields 0.86. The coefficient indicated high internal consistency which proved that the instrument was reliable to be used for field works. The data collected was analyzed using simple descriptive statistics of mean and standard deviation to answer research questions. Mean cut-off point of 2.50 was used for decision making. Any mean score of 2.50 and above was accepted as been significant while any mean score below 2.50 was rejected as not been significant. The research hypotheses were tested using Chi-square test of goodness of fit at 0.05 level of significance.

Results and Findings

Research question one:

To what extent does principal classroom visitation technique influence teachers' job performance in public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria?

Table 1

Mean rating and Standard Deviation of Teachers on the influence of Principals Classroom Visitation Technique on Teachers Job in Public Secondary Schools in Zone 'C' Senatorial District of Benue State, Nigeria.

Item No	Item Description	SA	A	D	SD	$\bar{X}$	STD	Decision
1	Classroom visitation makes teachers to plan lesson before coming for instructional delivery in my school	127	115	12	12	3.23	0.82	Accepted
2	It encourages teachers to apply appropriate instructional methodology in class in my school	133	108	28	23	3.20	0.91	Accepted
3	Classroom visitation assist teachers to employ instructional aides while teaching in my school	101	110	35	46	2.92	1.05	Accepted
4	Classroom visitation technique help teachers to improve in classroom management in my school	141	122	15	14	3.34	0.79	Accepted
5	It provides avenue for principals to identify teachers areas of weakness in my school	166	134	25	17	3.20	0.83	Accepted
Cluster mean and standard deviation						3.18	0.88	Accepted

Table 1 indicates that the mean rating for terms 1-5 were 3.23, 3.20, 2.92, 3.34 and 3.20 with their corresponding standard deviations of 0.82, 0.91, 1.05, 0.79, 0.83 and 0.88. All mean ratings are above the cut-off point of 2.50. This means that the respondents had agreed that principal classroom visitation technique makes teachers to adequately plan their lesson before coming for instructional delivery in schools and it encourages teachers to apply appropriate instructional methodology of teaching in schools. More so, principals' classroom visitation technique helps teachers to improve in classroom management. The respondents also agreed that, it provides avenue for principals to identify teachers' areas of weakness during instructional delivery in the classroom. The cluster mean of 3.18 with the standard deviation of 0.83 were also found to be above the cut-off point of 2.50. This implies that principal's classroom visitation technique influence on teachers' job performance in public secondary schools in zone 'C' Senatorial District of Benue State, Nigeria to high extent.

Research Question Two

To what extent does principal's workshops technique influence teacher's job performance in public secondary schools?

Table 2

Mean Rating and Standard Deviation of Teachers on the Influence of Principal's Workshops Technique on Teachers Job Performance in Public Secondary Schools.

Item No	Items Description	SA	A	D	SD	$\bar{X}$	STD	Decision
6	Workshop improves teachers knowledge, skills and enhances teachers job performance in my school	118	142	21	11	3.26	0.75	Accepted
7	Proper conduct of workshop assists teachers to acquire new ideas and be innovative in teaching and learning in my school	162	103	16	11	3.42	0.76	Accepted
8	Workshop furnishes and equip teachers with necessary information and strategies for instructional improvement in my school	93	114	34	51	2.86	1.06	Accepted
9	Lack of opportunities to attend workshop lowers teachers morale in my school	131	117	23	21	3.23	0.88	Accepted
10	Workshop helps teachers to acquire new ideas that helps them to improve in instructional delivery in my school	153	109	11	19	3.36	0.84	Accepted
Clusters mean standard deviation						3.23	0.86	Accepted

From the analysis of data shown on table 2, the mean rating for items 6-10 were 3.26, 3.42, 2.86, 3.23, and 3.36 respectively with corresponding standard deviations of 0.75, are above the cut-off point of 2.50. This means that the respondents agreed that principles' workshop techniques improves teachers' skills, knowledge and enhances teachers' job performance and also that proper conduct of workshop assist teachers to acquire new ideas and be innovative in teaching and learning in schools. The respondents have also agreed that principals' workshop supervisory technique furnishes and equip teachers with necessary information and strategies for instructional improvement in secondary schools. More so, lack of opportunities to attend workshops affects teaching and learning process hence lowers teachers' job performance in the educational institutions. The respondents have agreed that principals' workshop technique helps teachers to acquire new ideas that help them to improve in instructional delivery in schools. The cluster mean of 3.23 with standard deviation of 0.86 were also found to be above the cut-off point of 2.50. This implies that principal's workshops technique influence on teachers' job performance in zone 'C' Senatorial District of Benue State, Nigeria to high extent.

Research Question Three:

To what extent does principals' demonstration technique influence teachers' job performance in public secondary schools?

Table 3

Mean Rating and Standard Deviations of Teachers on the Influence of Principals Demonstration Technique on Teachers Job Performance in Public Secondary Schools.

Item No	Items Description	SA	A	D	SD	$\bar{X}$	STD	Decision
11	Demonstration technique provides teachers an opportunity to learn teaching methodology in my school	118	142	17	21	0.75		Accepted
12	It helps teachers to utilize instructional materials effectively and efficiently during instructional delivery in my school	162	103	14	16	3.42	0.76	Accepted
13	Demonstrations technique helps teachers to acquire new teaching skills and talents in my school	93	114	23	34	2.86	1.06	Accepted
14	It provides model instructional technique to inexperience teachers thus enhances their instructional delivery in my school	131	117	46	23	3.23	0.88	Accepted
15	Demonstration technique offers skills required in carrying out teachers roles, responsibilities and improve their competency when it involves innovation	153	109	11	12	3.36	0.84	Accepted
Cluster Mean and Standard Deviations						3.23	0.86	Accepted

Table 3 shows that the mean ratings for items 10-15 were 3.36, 3.42, 2.86, 3.23 and 3.36 respectively with the corresponding standard deviation of 0.75, 0.76, 1.06, 0.88 and 0.84. All the mean ratings are above the cut-off point of 2.50. This means that the respondents had agreed that the principals' demonstration technique provides teachers an opportunity to learn teaching methodology in secondary schools and also it helps teachers to utilize instructional materials effectively and efficiently during instructional delivery in the classroom. More so, demonstration technique helps teachers to acquire new teaching skills and talents in schools. The respondents have also agreed that principals' demonstration techniques offers skills required in carrying out teachers role responsibilities and improve their competency when it involves innovations and also it provides model instructional technique to inexperienced teachers thus enhances their instructional delivery in secondary schools. Also, the respondents agreed that demonstration techniques offers skills required in carrying out teachers roles, responsibilities and improve their competency when it involves innovation. The cluster mean of 3.23 with the standard deviations of 0.86 were also found to be above the cut-off of 2.50. This implies that principal's demonstration technique influence on teachers' job performance in Zone 'C' Senatorial District of Benue State, Nigeria to high extent.

Testing Research Hypothesis

In testing the three hypotheses of this study, the Chi-square (χ^2) statistical tool was to test the hypotheses at 0.05 probability level of significance and the result are presented on table 4-6

Hypotheses One:

Principals' classroom visitation technique has no significant influence on teachers' job performance in public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria

Table 4:

Chi-square (χ^2) Test of Teachers on the influence of Principals Classroom Visitation Technique on Teachers Job Performance in Public Secondary Schools in Zone 'C' Senatorial District of Benue State-Nigeria.

Opinion	Observed frequency	Expected frequency	df	Level of sign	χ^2 -cal	χ^2 -tab	Decision
No influence	47(16%)	146 (50%)	1	0.05	135.97	3.84	Not accepted
Influence	245 (84%)	146 (50%)					

Value in parentheses are percentages ($\chi^2=135.97$ df=1, $p=0.05 > 0.00$)

Table 4 showed that, the descriptive statistics of percentages and the inferential statistics of Chi-square (χ^2) were used to test teachers on the influence of principals' classroom visitation technique on teachers' job performance in public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria. The results showed that 84% of the respondents agreed that principals' classroom visitation technique has influence on teachers' job performance in secondary schools as against 16% respondents who disagreed.

Table 4 also showed that, Chi-square (χ^2) calculated value of 135.97 was greater than the Chi-square (χ^2) table value of 3.84 checked at 0.05 level of significance and at 1 degree of freedom. The null hypothesis was therefore not accepted. This implies that principals' classroom visitation technique has significant influence on teachers' job performance in public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria

Hypotheses Two:

Principals' workshops technique has no significant influence on teachers' job performance in public secondary schools

Table 5:

Chi-square (χ^2) Test of Teachers on the Influence of Principals Workshops Technique on Teachers Job Performance in Public Secondary Schools

Opinion	Observed frequency	Expected frequency	df	Level of sign	χ^2 -cal	χ^2 -table	Decision
No influence	32(11%)	146 (50%)	1	0.05	178.30	3.84	Not accepted
Influence	260 (89%)	146 (50)					

Value in parentheses are percentages ($\chi^2=178.30$ df=1, $p=0.05 > 0.00$)

Table 5 showed that the descriptive statistics of percentages and the inferential statistics of Chi-square (χ^2) were used to test teachers on the influence of principals' workshops technique

on teachers' job performance in secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria. The result showed that 89% of respondents agreed that principals' workshop technique has significant influence on teachers' job performance in public secondary schools as against 11% respondents who disagreed.

Table 5 also showed that Chi-square (χ^2) value of 178.30 was greater than the Chi-square (χ^2) table value of 3.84 checked at 0.05 level of significance and at the degree of freedom. The null hypotheses were therefore not accepted. This implies that principals' workshops technique has significant influence on teachers' job performance in public secondary schools in Zone 'C' Senatorial District of Benue State-Nigeria.

Hypotheses Three:

Principals' demonstration technique has no significant influence on teachers' job performance in public secondary schools

Table 6:

Chi-square (χ^2) Test Analysis of Teachers on the Influence of Principals Demonstration Technique on Teachers Job Performance in Public Secondary Schools

Opinion	observed Frequency	Expected frequency	df	Level of sign	χ^2 -cal	χ^2 -tab	Decision
No influence	41(14%)	146 (50%)	1	0.05	153.01	3.84	Not accepted
Influence	251 (86%)	146(50)					

Value in parentheses are percentages ($\chi^2=153.01$, $df=1$, $p=0.05 > 0.00$)

Table 6 showed that the descriptive statistics of percentages and the inferential statistics of Chi-square (χ^2) were used to test teachers on the influence of principals' demonstration technique on teacher's job performance in public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria. The results showed that 86% of respondents agreed that principal's demonstration technique has significant influence on teachers' job performance in public secondary schools as against 14% who disagreed.

Table 6 also showed that Chi-square (χ^2) value of 153.01 was greater than the Chi-square (χ^2) table value of 3.84 checked at 0.05 level of significance and at the degree of freedom. The null hypotheses were therefore not accepted. This implies that principals' demonstration technique has significant influence on teachers' job performance in public secondary schools in Zone 'C' Senatorial District of Benue State-Nigeria.

Discussion of Findings

Based on the analysis of research questions and testing the hypotheses, the following findings were discussed here for ease understanding

The first finding of this study was that principals' classroom visitation technique has significant influence on teachers' job performance in public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria. This finding is in line with Elujekwute (2019) who affirmed that classroom visitation technique focuses on the individual empowering of the teacher, this is because they play a great role in encouraging the teacher to focus on teaching and learning especially instructional delivery of knowledge to students as opposed to the situation of handing out assignment and undertaking classroom duties in a mechanical manner, saying that, there was a significant relationship between classroom visitation by principals and teachers job performance in schools. Ekpoh and Eze (2015) collaborated this finding by saying that classroom visitation technique has an implication on the teaching methodologies adopted by the teachers, the teacher who were observing their experienced colleague on their teaching methodology learned much about teaching procedure, while teaching would help them in becoming more effective teachers while improving their self awareness on the job.

The second finding was that principals' workshop technique has significant influence on teachers' job performance in public secondary school in Zone 'C' Senatorial District of Benue State-Nigeria. The finding agreed with Babayemi (2006) who opined that ineffective instructional supervision leads to poor performance among learners. Ayot and Briggs further recommend regular workshops, seminars and conferences to enhance higher teachers' job performance in educational institutions. Sule (2013) agrees with this argument that effective instructional supervision result higher students academic achievements in the schools while fewer supervision or lack of it lead to laxity of teachers' hence poor job performance in schools. Nyamwamu (2010) noted that secondary schools can make a difference to teachers' job performance through the principal's workshop supervisory techniques. Elujekwute (2019) maintained that principals' workshop technique plays a significant role in the job performance of teachers in terms of instructional ability, classroom discipline, communication effectiveness, teaching methods and use of teaching aids and among others.

The third finding showed that principals' demonstration technique has significant influence on teachers' job performance in Zone 'C' Senatorial District of Benue State, Nigeria. This finding is in line with Mbipom (2006) who maintained that principals demonstration techniques is helpful in enhancing teachers competency when it involves advancement and innovation such as utilization of new equipment, new approach, reading, a new textbook or module, curriculum and a new orthography and such a demonstration offers views skills required in carrying out their roles responsibilities in the educational system. To support this finding Ani (2015) pointed out that demonstration techniques gives teachers the opportunity of asking probing questions that can lead to discovering new methods and ideas that enhance teachers' job performance in educational organizations.

Conclusion

Based on the findings of this study, it has been established that principals' supervisory techniques has significant influence on teachers' job performance in public secondary schools. The study also concluded that the variables of principals supervisory techniques investigated in this study such as principals' class visitation, workshops and demonstration technique

significantly influence on teachers job performance in Zone 'C' Senatorial District of Benue State, Nigeria

Recommendations

Based on the findings of the study the following recommendations were therefore made.

- 1 Principals should endeavor to pay adequate attention to classroom visitation technique, observe teachers classroom instructional delivery as well provide professional assistance and guidance were necessary hence encouraging teachers to focus on instructional delivery of knowledge to students as opposed to situation of handling out assignments and undertaking classroom duties in a mechanical manner.
- 2 The educational administrators in collaboration with teachers service Board (TSB) should regularly organize workshops, Seminars and conferences for teachers and principals to enhance higher job performance and instructional improvement as the act making progress in instructional delivery for better academic achievement in educational institutions
- 3 The principal and the educational administrators should ensure that efforts are made to make the demonstration genuine and natural so that artificiality could be avoided, Also teachers should be encouraged to be more practical through demonstration in order to concretize students' independent skills and talents.

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