



Influence Of School Supervision Strategies On Teachers' Job Performance In Senior Secondary Schools In Rivers State

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ABSTRACT

The study examined Influence of School Supervision Strategies on Teachers' Job Performance in Senior Secondary Schools in Rivers State. The study adopted descriptive survey design. Four research questions and four hypotheses were drawn for the study. The population consists of 7425 teachers and 268 principals. The sample size for the study was 569 respondents selected using Taro Yemen. The instrument was titled, Supervision Strategies and Teachers' Job Performance Questionnaire (SSTJPQ). A seventeen (17) structured items was designed on a 4-point scale of :Very High Extent (VHE), High Extent (HE), Very Low Extent (VLE), Low Extent (LE). Reliability coefficients yielded the results of 0.91, 0.68, 0.80, 0.85 and 0.88 respectively. Thus, 569 copies of the questionnaire were distributed and 440 copies retrieved. Specifically, mean scores were used to answer the research questions while Z-test was used to test the hypotheses at 0.05 level of significance. Findings indicated both teachers and principals perceived that classroom visitation and demonstration as supervision strategies contributes to a very high extent to teachers' job performance. The study also found that there was no significant difference in the mean responses of teachers and principals on the extent by which classroom visitation and demonstration as supervision strategies that influence teachers' job performance in the study area. Based on the results, it was recommended that post primary school management board should always sensitize supervisors on certain criteria of carrying out supervision for the realization of the basic objectives as well as assisting teachers to improve their teaching skills.

Keywords: Supervision Strategies, Job Performance, school management

INTRODUCTION

The process of evaluating teachers' job performance involves several processes for accountability, transparency and building of quality assurance. Teachers' job performance is a value-added post for the enhancement of knowledge production (Wilson & Floden, 2003). This is predicated on the fact that performance in this context involves all the activities carried out by the teachers to achieve the desired learning effects on students. It also involves the extent to which the teachers participate in the overall running of the school administration and instructional activities for the realization of the fundamental academic objectives. In other words, the overall designs are to accomplish ultimate target of the expected goals and objectives of the school system.

Supervision has become necessary and inevitable in recent times because of the importance attached to it and the desire to improve the quality of education. As stated by Osakwe (2010) supervision is concerned with the provision of professional assistance, guidance to teachers and students that as a matter of fact geared towards achieving effective teaching and learning in the school. The principal as a supervisor provides professional guidance to teachers to improve their competencies in their respective areas of specialization. This assistance is specifically obvious in the sphere of: preparation of lesson plan or lesson notes before lesson delivery, good use of instructional materials, keeping and maintaining of school records, disciplines, development of good human relation and classroom management. All these elements if properly management and coordinated through constant feedback often provides a definite focus and direction that will have profound effects on the academic achievement.

Based on the above description, it serves an obligatory notion that principals have to apply multifaceted supervisory techniques that is directional and related to the conditions of teaching and learning. Hence, Obi (2004), however, outlined many strategies available for supervisors to articulately and assiduously guide the teachers to improve on the job performance as well as facilitating effective instructional in schools. Some of the strategies include: self-appraisal method, micro-teaching, classroom visitation, clinical supervision, workshop, demonstration method among others. These methods provide feedback to the teachers on the various learning outcomes of the educational system and also help to realize the goals of teaching and learning.

Statement of the Problem

The ability of teachers to render co-operative effort willingly determines the extent to which secondary schools will achieve their goals and objectives. This is so because, it is the teacher on whose shoulder lay the actual work of pedagogy and the attainment of educational results. However, some teachers cannot perform their jobs creditably without being effectively supervised to ascertain whether their performance meet the required standard. Teachers in secondary schools are expected to prepare lesson notes, teach and evaluate students' performance during and at the end of term. The extent to which teachers carry-out these functions depends on how effective principals perform their instructional supervisory roles. Such roles include: visitation of classroom, demonstration, conferencing, mentoring and planning activities.

It is observed that some of the teachers show laxity in their professional role performance. Also, many teachers are merely staying on the job expecting better jobs outside hence there is need for proper supervision for effective service delivery. The constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and other forms of indiscipline constitute a challenge to the attainment of educational goals in secondary schools. Thus, the principals have to be critical in observing this abnormal situation in order to achieve the educational objectives.

Purpose of the Study

The main purpose of this study was to examine Influence of School Supervision Strategies on Teachers' Job Performance in Senior Secondary Schools in Rivers State. Specifically, the objectives of this study were to:

1. Find out the extent classroom visitation as a supervision strategy influences teachers' job performance.
2. Determine the extent demonstration as a supervision strategy influences teachers' job performance.

Research questions

1. To what extent does classroom visitation strategy influence teachers' job performance?
2. To what extent does demonstration strategy contribute to teachers' job performance?

Hypotheses

Ho₁: There is no significant difference in the mean responses of principals and teachers on how classroom visitation strategy influence teachers' job performance.

Ho₂: There is no significant difference in the mean responses of principals and teachers on how demonstration strategy contributes to teachers' job performance.

Review of the Related Literature

Mayo Elton (1950-1953) an exponent of human relation theory and Follet Parker Mary (1924) a leading protagonist of human relation took cognizance of socio-psychological aspect of organization life as a factor contributing towards efficiency and effectiveness in organizational management and productivity.

Mayo's focus was on relationship in organization arguing that when special attention is given to workers by management, productivity is likely to increase. Thus, meeting psychological needs of workers is motivating force and this seems to be a departure from the strict economic motivation concept to human actual working conditions. Emphasis in human relation according to the exponents is the ability of the school principal as a supervisor to create the awareness of human worth that will lead to job satisfaction and teachers' participation in decision-making process of the school.

The relevance of this theory to supervision of instruction revolves around the roles of the principals as internal supervisor. In this case, the principals need to use his/her bodies of knowledge as much as

possible to encourage participation and interaction among the teachers and students. In other words, there is need to adhere to the principles and best practice of supervision.

Concept of Supervision

Supervision is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organization (Nyarko,2009).For Segun (2004), the importance attached to school supervision in modern educational systems requires a lot of attention because many people are currently more conscious than in the past about the essence and roles of education.

Supervision is a process of stimulating growth and means of encouraging teachers to increase in both administrative and academic performance. It is conceived as a task of improving instruction through regular monitoring and in-service education of teachers. In other words, it involves providing expert assistance to teachers to be more skillful and competent in their respective area of specialization. On this note, principals are to supervise, guide and direct the instructional activities of teachers in line with the professional conduct.

From the above definitions, it can be deduced that the main central focus of supervision is to improve classroom management strategies, adhering to curriculum content, shaping the direction and utilization of instructional activities and discipline for effective control measures. To this end, it is seen as action for service rendering, focusing on how to create good human relationship that much reflects on abilities, patterns of interest, emotional make-up and background preparation as well as setting realistic goals for themselves.

Concept of Job Performance

Job performance is an extremely important criterion that relates to organizational outcomes and success. Campbell (1990) describes it as an individual level variable. That is, it is an inherent property of individuals that justify extent of realizing set objectives. By this notion, performance is conceived as behavioral tendency demonstrated by an individual in an organization.

Job performance does not have to be directly observable actions of an individual. It can consist of mental production bearing on certain questions and decisions. However, performance needs to be under the individual's control regardless of whether the performance of interest is mental or behavioral. The key feature of job performance is that it has to be goal relevant and must be specifically directed towards organizational goals that are predominant for job performance standard.

Purpose of Supervision

Supervision aims to promote growth, interaction, fault-free problem solving and commitment to build capacity in teachers. However, the purpose of supervision are formative as it concerns with on-going developmental and differentiated approaches that enable teachers to learn from analyzing and illustrating classroom practices. In line with the necessity of supervision, Sergiovanni and Starratt (2002) suggested that most teachers can be competent and clever enough to come up with the right teaching performance when there are proper mentoring processes.

As cited in Zepeda (2003), the intents of supervision is to promote face-to-face interaction, building of relationship between the teacher and supervisor, promotion of capacity building of individuals which are fundamental for the coordination and planning of the school goals and objectives. For Teseme, (2014) it leads to the improvement of students' learning through improvement in instructional practice, promotion of changes that results in a better developmental life-styles for teachers and students in the learning environment. It , thus, becomes a strategy which helps to implement and improve teaching learning process for the advantages of the teachers and students respectively.

To this end, Ezeocha (1990) stated that the supervisory role in the school covers a wide range of activities. Some of these activities are: developing instructional units, organizing for instruction for planning classroom activities, schedules for various classes, maintaining personal records of staff, providing materials and arranging for in service education of teachers.

Qualities of a Good Instructional Supervisor

A supervisor is someone in position of authority or leadership who possesses the skills and abilities to provide control and direction for desirable objectives thus maintaining a balance of the curriculum

methods and other instructional problems. Ogunsaju (1983) sees a supervisor as one formally designated to the school to interact with teachers in order to improve the quality of teaching and learning by students.

Oshungboye (2001) identified some qualities of a good supervisor thus: strong-willed, consistent and fair in his dealings with other people, cooperative and view his job as a team-type service, true to his own ideals but at the same time be flexible, loyal and respectful of the beliefs and dignity of those around him. Related to the description above, the supervisor has to assist teachers to evolve various approaches and techniques like individualized instruction, grouping, testing and evaluation, approachable and versed in the principles and practices of current educational trends and innovations. In another development, the supervisor has to be open in his decision-making and respect people's opinion on matters affecting the school system, assisting in the organization and proper administration of co-curricular activities, capacity to clarify educational objectives and goals maintaining relaxed atmosphere that will encourage, stimulate and inspire people around him to work harmoniously to achieve the organizational goal.

In addition, Abioye and Sheyin (2000) were of the opinion that a good supervisor of instruction must be physically fit, disciplined/self-controlled, motivator, intelligent, possessing good character and temperament, demonstrating dignity and authority to be able to perform any task effectively.

Traditional Approach to Supervision

The traditional supervisory approaches relied on the early approach to management. It was believed that if management could properly plan, organize and control jobs and organization, then, productivity would increase. The aims of supervision were inspection and visitation to find reasons for closing, opening or retaining a school. It was teacher-focused and implementation of the policies, syllabus and plans irrespective of the local conditions or factors operating in the area.

This approach upholds supervision to be random and not simplified as supervisors visited the school only when there was a report or a petition against the school. It was usually done by one person who supervised the teachers and students went through all school records and audited the school account. The supervisor endeavored to make his presence and power felt through threats of discipline, expulsion or closure of school, to strike fear or impose his authority on all school members. Its result was usually in adverse criticism written in secret report compiled and submitted to the Ministry of Education for action months or years after the supervision. There was no follow-up visit after supervision.

Modern Approaches to Supervision

Inherent in modern democratic approach is a new philosophy that the teacher has the power and authority to exercise self-direction through participation in the determination of goals and in the formulation of methods and procedures for the improvement of instruction (Ajayi, 1995). This eliminates the feeling that the supervisor is a superior being while the supervisee (teacher) suffers inferiority complex.

To Udoh, Akpa andGaug (1997) modern trends in supervision are towards democratic principles where the supervisor is considered as a friend, a helper, ready to assist and support through professional advice and discretion. Under this approach, the needs of teachers are properly diagnosed with a view to knowing how best to assist them. The teaching-learning process is thereafter criticized in a constructive manner and suggestions are made accordingly. This modern approach appears rational and has the potential for functionality, especially, because it does not neglect the individuality, the group and the dynamics of the system. It also appears to be creative to all intents and purpose, since primary emphasis is placed on the growth and professional improvement of the teacher.

The aim of modern supervision is to study, analyze and discover ways and means of helping the school to carry out the teaching-learning process effectively and efficiently. Its focus is on the general organization of the school curriculum, methods of teaching students and staff welfare, use of resources and interpersonal relationship. In this circumstance, policies are examined, programmes are planned with the teachers and students to find out how they can be better implemented or modified to suit the individual or local conditions of the school. The supervisor's authority is derived from his

expert advice and encouragement as ability to show understanding consideration and cooperation, for positive change

In modern supervisory approach, supervision is done by a team of experts in different subjects and aspects of the school system including accounts, health, and work schedule. The result of the supervision exercise is discussed with the school members for suggestions, corrections, and ideas. The final report is always copied to the school with further guideline for necessary corrections. There is usually a follow-up visit to check to what extent the agreed upon recommendations are being implemented and what new problems may arise there from.

Types of Supervision

Internal Supervision

Internal type of supervision is conducted within the various institutions by institutional heads. According to Neagley and Evans (2010), internal supervision is where heads or principals in present day public school organisation become the chief school administrator and supervision is conducted from the local, district, regional or national offices. From the point of view of these scholars principals as an administrators have the mandate to see to the day to day administration as well as supervise the work of their staff.

It is further emphasized on internal supervision as the sole responsibility of the administrator (head teacher). With the head teacher's position as the administrator and supervisor, has that duty to improve upon teacher's professional competencies, techniques and skills in specific area of teaching and learning, addresses common needs of teachers with regard to teaching and learning and providing a new form of pedagogy to improve teaching and learning.

External Supervision

External supervision deals with supervision by officers from the education office (District, Regional or National). The external supervisory roles reflect on:

- i. Brief visit:** A brief visit is where the officer goes to give or collect some information from staff of Education Service.
- ii. Familiarization Visit:** This kind of visit is conducted by a newly appointed supervisor who visits school within the circuit to get acquainted with staff, pupils and the various communities. It can also be a visit to newly established school for the same purpose.
- iii. Special Visit:** Special visit deals with a visit by a supervisor to investigate a malpractice or an allegation made against staff in any educational Institution. It is special and sometimes called investigative visit.
- iv. Comprehensive or intensive Visit:** This kind of visit involves looking at all aspects of organization. It focuses on diagnosing all environmental conditions necessary for effective work and giving the staff and all concerned with the educational enterprise the necessary guidance and advice as well as encouragement.
- v. Follow up Visits:** It revolves a comprehensive visit to carried out or find out how far the recommendations made in a previous report have been implemented and to make further recommendations where necessary. Follow up visits help to reinforce issues found during the last visit. Through follow up visits, workers are supported if problem found have not been fixed. Furthermore it is a way of checking if past observation has been effective. Also, it ensures that performance of worker is being monitored. **Circuit Supervisor's Handbook (2002)** sees external supervision as playing a complementary role in the supervisory process, and that it complement the role and duties of the internal supervisor by providing professional advice and guidance to workers.

Classroom Visitation and Teachers' Job Performance

Classroom Visitation is a procedure by which the principals leaders can assist or aids the teachers to improve both their instructional strategies/techniques and the learning processes of the students (Peretomode,2001). The main objective of the principals' visitation is for the improvement of the teaching-learning process as well as enhancing the capacity development of the teachers.

Marshall (2009) therefore stated that frequent and immediate specific feedback to teachers is a formidable condition for checking gaps in the teaching and learning circumstance. Hence, unarguable, effective communication has a positive impact on the totality of the school climate .in this regards,

multiple informal mini-observations with one-on-one feedback conversations (face to face) becomes inevitable. If this practice is usable and feature prominently in our educational supervision model, it will thus conceive as a paradigm shift from traditional modality to knowledge based endeavor. So, the administrators or principals in this circumstance too need to have a particular area of focus for communication.

Harrison (2008) reported that the most common supervisory technique used by principals is the classroom visit. Simon and Boyer (2004) have compiled an anthology of ninety-nine instruments which have been developed for use by principals in observing teaching and learning in the classroom. The study revealed that eighty-six percent of the principals surveyed rated classroom observation as having either medium or high priority as they performed their activities at school. In a similar study, 1,982 Principals subscribed to the fact. Most of the activities in this regards is: spending as much time as possible in the classroom asking questions, making suggestions and in general craving assistance of the teachers and students. Without doubt, frequent classroom observation by principals is currently viewed by most educators as being an integral part of an effective supervisory program.

Demonstration and Teachers' Job Performance

Demonstration involves teaching and learning activities presented for the purpose of illustrations, descriptions, narrations, suggestions, drawing of comparisons and to concretize teaching and learning contents. It reflects on procedures or strategies to accelerate the level of instructional processes. Eze (2006) in his study discovered that the principals as supervisors found little or no time to practice teaching demonstration and providing other supervisory services for instructional improvement. In a study conducted by Effiong (2006) on perception of principals' instructional supervision in selected secondary schools in kaduna State of Nigeria, it was concluded that the principals 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. Schon (2000) advised that it was the duty of the principal to plan and organize for teaching demonstration and not oblige to do all the teaching. Thus, demonstration method as part of the supervisory strategy had been discovered to be one of the most effective tools in stimulating teachers' growth. Mbipom (2006) opined that it is useful in improving teachers' competency when it involved innovation such as: use of new equipment or a new textbook or module and a new orthography. Such a demonstration offer viewers skills required in carrying out their role's responsibilities.

Demonstration strategy has been shown to be effective with both large and small groups. The greater the degree of participation and sensory involvement by the learner, the more effective learning will be. Newby, Stepich, Lehman, and Russel (1996) identified ways teachers can improve the use of demonstration method in the classroom thus: allowing students to use several senses of seeing, hearing and possibly experience. Also, ideas should be presented to stimulate interest. If these precautionary measures are not taken, demonstration can't enhance students' participation in the teaching and learning activities affectively.

METHODOLOGY

The study adopted a descriptive research design. The study population consisted of 7,693 participants made up of all the 268 principals and 7,425 teachers from the 268 public senior secondary schools in the 23 Local Government Areas in Rivers State. The sample size for the study was 569 respondents selected using Taro Yemen. A seventeen (17) items self-designed instrument was used for this study. The instrument for the study was title: Supervision and Teachers' Job Performance Questionnaire (STJPQ). 569 copies of the questionnaire instrument were administered while 440 were retrieved. Frequencies and mean scores were used to answer the research questions and Z-test statistics to analyze the hypotheses at 0.05 level of significance.

RESULTS

Research question 1: *What extent does classroom visitation strategy influence teachers' job performance?*

Table 1.1: weighted responses on the classroom visitation strategy

s/no	Statements	Teachers (N=400)			Principals (N=40)		
		M	ST D	RM K	M	ST D	RMK
1	Classroom visitation by principal encourages teachers to plan lesson before coming to class.	3.10	0.90	HE	3.03	0.86	HE
2	Assists teachers to employ instructional aids while teaching.	3.11	0.90	HE	3.15	0.80	HE
3	Encourages teachers to apply appropriate instructional method.	3.12	0.90	HE	3.10	0.87	HE
4	Appropriate classroom management strategies is achieved.	3.15	0.88	HE	3.28	0.93	HE
5	Assists in observing instructional steps needed for effective teaching and learning.	3.11	0.89	HE	3.08	0.92	HE
6	It provides an avenue for principal to identify teachers' area of weakness	3.09	0.90	HE	3.23	0.92	HE
7	Knowledge of teachers' area of weaknesses can guide the principal in giving feedback	3.14	0.84	HE	3.33	0.94	HE
8	Enhances adequate service delivery in respective areas of specialization.	3.11	0.90	HE	3.08	0.94	HE
9	Improves capacity on instructional practices.	3.13	0.89	HE	3.00	0.82	HE
10	Covering of scheme of work by the teachers can't be attained.	1.73	0.79	LE	1.98	1.05	LE
	Grand mean	2.98	0.88	HE	3.02	0.91	HE

Data from table 1.1 shows a grand mean value of 2.98 for teachers and a grand mean value of 3.02 for principals. These values being greater than the cut off mean value of 2.50 indicates that both teachers and principals perceived that demonstration as supervision strategy influences teachers' job performance to a high extent in the study area.

Research Question 2: *To what extent does demonstration as supervision strategy influence teachers' job performance in secondary schools in Rivers State?*

Table 4.2: Table 2.1: weighted responses on the demonstration strategy

s/no	Statements	Teachers (N=400)			Principals (N=40)		
		M	ST D	RM K	M	STD	RMK
1	It provides teachers an opportunity to learn teaching technique.	3.27	0.83		3.25	0.81	HE
2	Provides teachers creativity for effective classroom management strategies.	3.20	0.88	HE	3.20	0.88	HE
3	Creates opportunities to utilized instructional materials effectively.	3.25	0.87	HE	3.18	0.90	HE
4	Gains knowledge on how to address individual learning differences in the classroom.	3.20	0.88	HE	3.28	0.88	HE
5	Teachers observe and learn how to perform similar activity for enhanced instructional delivery.	3.17	0.87	HE	3.13	1.04	HE
6	Demonstrates model of instructional techniques to inexperienced ones for enhanced instructional delivery.	3.19	0.91	HE	3.38	0.70	HE
7	Teachers acquire new teaching skill and talents.	1.80	0.85	LE	1.85	0.92	LE
	Grand mean	3.01	0.87	HE	3.04	0.88	HE

Data from table 2.2 shows a grand mean value of 3.01 for teachers and a grand mean value of 3.04 for principals. These values being greater than the cut off mean value of 2.50 indicates that both teachers and principals perceived that demonstration as supervision strategy influences teachers' job performance to a high extent in the study area.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean responses of principals and teachers on how classroom visitation strategy influence teachers' job performance.

Table 4.3: Z-test on Classroom Visitation and Teachers' Job Performance

Respondents	N	M	S.D.	Z-cal	Z-crit	Level of sign	Decision
Teachers	400	2.98	0.76	-0.27	1.96	0.05	Accepted
Principals	40	2.98	0.76				

Data on table 3 shows that the calculated z-value (Z-cal) was -0.27 while the critical z-value (Z-crit) was 1.96. Since the Z-cal was less than Z-crit, the null hypothesis was accepted. This implies that there was no significant difference in the mean responses of principals and teachers on how classroom visitation strategy influence teachers' job performance.

Hypothesis 2: There is no significant difference in the mean responses of principals and teachers on how demonstration strategy contributes to teachers' job performance.

Table 4.4: Z-test on Demonstration and Teachers' Job Performance

Respondents	N	M	S.D.	Z-cal	Z-crit	Level of sign	Decision
Teachers	400	3.01	0.87	-0.21	1.96	0.05	Accepted
Principals	40	3.04	0.88				

Data on table 4 shows that the calculated z-value (Z-cal) was -0.21 while the critical z-value (Z-crit) was 1.96. Since the Z-cal was less than Z-crit, the null hypothesis was accepted. This implies that there was no significant difference in the mean responses of principals and teachers on how demonstration strategy contributes to teachers' job performance.

DISCUSSION OF FINDINGS

Finding on the extent of classroom visitation as a supervision strategy for teachers' job performance in secondary schools in Rivers State showed that the respondents generally perceived that classroom visitation by principals influences teacher's job performance to a high extent in the study area. Statistically, it encourages the teacher to employ instructional aids, applies appropriate instructional method, encourages teachers to employ appropriate classroom management strategies, observes the instructional steps needed for effective teaching and learning and provides an avenue for principal to identify teachers' area of weaknesses.

The result of the hypothesis showed that there was no significant difference in the mean responses of principals and teachers regarding the extent classroom visitation as a supervision strategy influence teachers' job performance in secondary schools in Rivers State. This implies that the respondents had similar views regarding the extent classroom visitation by principals influence teachers' job performance in the study area.

This finding agreed with the view of Ogunu (2000) that classroom visitation by principals is useful when the supervisor has established a rapport with the teachers. The result also corroborates the result obtained by Sule, Arop and Alade (2012) that principals' classroom visitation had significant influence on teachers' job performance in Akwa-Ibom State. Furthermore, findings agreed with the result of Sule, Eyiene, and Egbai, (2015) that positive relationship existed between instructional supervisory practice of classroom observation and teachers' role effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State.

The result further revealed that both teachers and principals generally perceived that demonstration strategy influence teachers' job performance to a high extent. Specifically, it provides teachers, opportunity to learn new teaching techniques, creates opportunities to learn classroom management strategies; provides opportunity for effective classroom management, helps teachers to gain knowledge of how to address individual academic differences, observes and learns how to perform similar activity for enhancement of effective instructional delivery.

The result of hypothesis indicated that there was no significant difference in the mean responses of principals and teachers regarding the extent demonstration as supervision strategy influence teachers' job performance in secondary schools in Rivers State. This implies that the respondents had similar views regarding the extent demonstration influences teachers' job performance in the study area.

The above findings corroborate with the view of Obasi, (2008) that demonstration as a supervisory technique is an effective instrument that stimulates teacher growth and development. It is used by the supervisor to introduce and explain innovations or solving educational problems. The result disagreed with the result obtained by Sule (2013) that principal's demonstration strategy does not significantly influence teachers' job performance in secondary schools in Cross River State, Nigeria. The result however agreed with results obtained by Chidi and Victor (2017) that there was a significant relationship between principals' demonstration techniques and teachers' job performance in secondary schools in Ebonyi State.

CONCLUSION

Based on the findings, it was therefore concluded that supervision of teachers using variety of techniques is a veritable medium of increasing teachers' academic performance. This is predicated on the fact that there is an increase in talent acquisition and potentiality of the teachers in their respective areas of specialization when the processes of supervision are focused and co-ordinated. In other words, teachers are gradually developed and guided in their academic responsibilities.

RECOMMENDATIONS

- Principals should provide the medium of assisting teachers to improve their teaching skills and knowledge through various interactions in the school environment.
- The teachers should be encouraged to be more practical through demonstration method in order to concretize students' independent skills and talents.

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