



Administrator Supervisory Skills And Teacher Job Performances In Secondary Schools In Anaocha LGA

Agu Jude Chukwuemeka; Charity Amajuoyi & Agogbua Victor Ugochukwu

**Educational Management
Department of Educational Foundations
Faculty of Education**

Chukwuemeka Odimegwu Ojukwu University, Igbariam Anambra State, Nigeria

ABSTRACT

The study was carried out on administrator supervisory skills and teacher job performances in secondary schools in Anaocha LGA. The purpose of the study was to assess administrator supervisory skills and teacher job performances in secondary schools in Anaocha LGA. Two (2) research questions were formulated to guide the study. Descriptive survey research design was used. The area of study was Anaocha L.G.A. The population of the study was 645 teachers in Anaocha L.G.A and the sample size was 200 respondents selected through simple random sampling technique. The questionnaire with fifteen (15) items was the instrument used for data collection and it was validated by 3 experts from Nnamdi Azikiwe University Awka-two from Educational Management and Policy and one from Measurement and Evaluation in Educational Foundations. The reliability of the instrument was determined using the test-retest technique. The score of the two tests were co-related and the reliability co-efficient was established to be 0.78, which was considered high enough for the study. The questionnaire with 15 items was distributed to the respondents by the researcher and his assistants who also collected the questionnaires when they were filled. The data obtained was analyzed through mean rating. The study found out among others that Classroom observation technique and Workshop technique influence teachers' job performance in secondary schools in secondary schools in Anaocha LGA. Based on the findings it was recommended among others that efforts should be made to update principal's knowledge on classroom observation techniques through in service training for better teacher job performances as well as ensuring that the quality of initial training of principals is improved

Keywords: Job Performances, Supervisory Skills, Principal, Training

INTRODUCTION

Education is the back bone of an individual's growth. For this reason, education of every citizen should be taken gravely. Effectual teaching and learning should be encouraged to improve the student's performance in external and internal examinations. Secondary education is a very significant level of education in Nigeria where solid basis for higher education and useful living is laid. According to the Federal Republic of Nigeria (FRN) (2013), secondary education is the form of learning children receive after primary education and before tertiary stage. Specifically, the secondary education should offer an increasing number of primary school pupils with the chance for education of a higher class irrespective of gender, or social, religious and ethnic setting. Other aims include respecting the views and feelings of others, respect the self-respect of labour and be grateful for those values specified under our broad national aims, and live as good citizens. To promote Nigerian unity with an stress on the common ties that

unite us in our variety, inspire its students with a desire for attainment and self-improvement both at school and in later life (FRN, 2013).

In order to achieve those purposes, the human, mental and physical resources available in the organization must be put into productive use. The educational set up of secondary schools over the years has knowledgeable a gradual turn down (Anadi, 2008). Consequently, graduate of secondary schools cannot stand the test of time if they are bare to empirical test or trial. Eneasator (2010) ascribed the turn down of the standard of secondary schools to the non-challant approach of teachers toward teaching in their various schools. According to the author this low spirit towards teaching has link with the poor supervisions and supervisory skills adopted by the school principals.

Administrators or as in this case principals are saddled with frequent tasks in the administration of secondary schools. Principalship is an administrative position considered to be highest in chain of command of power in secondary school which is occupied by a person charged with the tasks of planning, controlling and coordination of human, material, financial and time resources to foster the attainment of the school goals and objectives. The school principal as the instructional leader is entrusted with the responsibility of improving the excellence of instructional delivery through enough supervision of teachers. To support this, Ugboka (2012) stated that the school principals are the management whose duty is to provide diversity of supervision techniques for teachers to see the need for change, plan for change and practice new behaviour for effectual teaching and learning. Instructional supervision is the actions taken to mentor and monitor subordinates or teachers and provide supportive and conducive atmosphere for perfection 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.

Instructional supervision gives chance for the supervisees to up-date their skills and knowledge in order to acclimatize to innovative ways of instructional delivery. It also provides a platform for communication between the principal (supervisor) and the teacher (supervisee). It is necessary for the supervisor to engage subject specialist during instructional supervision. This is because the school principal who is a graduate of Faculty of Arts might have inadequate knowledge of the content and methodologies of teaching science subjects. Involvement of heads of departments or subject specialists is essential in providing professional help to the supervisees.

Iloh, Nwaham, Igbinedion and Ogogor (2016) listed the diversity of supervision skills to include: classroom visitation/ observation, inter/intra school, team teaching practices, workshops, demonstration, clinical supervision and micro-teaching among others. Ani (2007) who outlined supervision skills as follow: classroom visitation, micro-teaching, research-approach, workshop, demonstration technique and tape recording. The supervisory skills however outlined by the above scholars adopted in this study are: classroom visitation/observation, workshop and demonstration.

Classroom visitation or observation is a supervisory technique in which the principals visit the classroom and observe teachers delivery of the instruction taking account of their mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among others. Similar to this, Iloh et al (2016) pointed out that classroom observation involves practicality in real classroom situation, whereby the supervisee, presents what he or she had prepared for his or her lesson, utilizing various teaching methodologies, instructional materials, interacting with the learners, jotting salient points on the instructional board, assessing the students using both formative and summative evaluations, coordinating class activities, while the supervisor (principal) inspects, observes and evaluates what and how the instructor has performed.

Classroom observation is not an avenue for fault-finding in the classroom teaching process before the students but a platform for principals to involve teachers in the process of improving upon their shortcomings. After the classroom observation, the objective of the visitation could not be said to have been achieved unless, heads provide professional guidance and assistance to help teachers improve on their instructional delivery. This is because the essence of supervision is not to witch-hunt teachers but to provide professional help for them to improve in delivery of teaching roles. The deficiency of teachers observed during instructional supervision could be handled using workshop supervisory technique.

Workshop technique can be seen as an instructional supervisory technique in which a platform is created 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. To buttress this, Ekpoh and Eze (2015) pointed that workshop is a technique in which teachers are brought together in an organized way to enable principals communicate with them on the matters of school and classroom management and most especially on instructional improvement. Akinfolarin and Rufai (2017) sees instructional improvement as the act of making progress in instructional delivery for better academic achievement. School administrators should communicate new ideas and trends in the education industry to teachers in order to ensure instructional improvement. During workshops, ideas are exchange, analyses of new ideas are achieved, evaluations of concepts and suggestions are made, conclusion are drawn and decision taken (Ani, 2007).

During observation, the supervisor takes note of the teacher's knowledge of the subject being taught, evidence of adequate planning and preparation for the lesson, lesson presentation, teacher's personality and the extent of students' participation or interaction with the teacher. These form the bases for providing constructive advice on how to improve the quality of classroom instruction. The visit may be repeated until the required improvement is achieved. Despite the obvious advantages of clinical supervision in its various forms, it has been criticized by researchers such as Garman and Hunter (2013) because it is time consuming and labour-intensive, rendering it impossible to use on any regular basis given the large number of teachers that supervisors are expected to supervise in addition to their other administrative responsibilities.

Secondary school principals seem to spend more of their official hours on the administrative functions to the detriment of effective supervision process and programmes of the school (Onuma, 2016). Continuing this, Onuma pointed out that there are public outcries, reports and comments in print and electronic media alleging fallen standards of education in public education which reveals in part that internal supervision is probably not effectively carried by school principals in secondary schools. Irregular supervision of teachers could adversely affect their job performance.

According to Uko, Umosen and Caleb (2015), teachers' job performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession. Teachers job performances therefore involves the overall ability of the teacher to exhibit the right attitude to work, be committed and dedicated to the teaching roles while making deliberate efforts toward the attainment of educational goals and objectives. The indicator of teacher's job performance is evaluated in his or her ability to make deliberate effort to enhance students academic performance, possession and display of in-depth knowledge of his or her subject matters. He should also be able to carry out presentation of lesson in a well-organized manner, effective classroom organization and control, participation in the school curricular activities, regularity and punctuality in the school, maintenance of good interpersonal relationship with subordinates and superiors; others include discipline, motivation and counseling of students and compliance to teachers professional code of conduct among others. The researcher therefore decided to carry out this study so as to look into administrative supervisory skills and teacher job performances in secondary schools in Anaocha LGA with the view of making useful recommendations.

Statement of the Problem

The unrelenting and expanded deplorable state of teachers' job performance leading to poor academic achievement of secondary school students in Anaocha LGA seems to point out that instructional supervision is not frequently performed by the principals in order to provide professional guidance and assistance to teachers to allow them improve on their instructional delivery. Principals in secondary schools in Anaocha LGA seem to spend more of their official hours on other administrative duties to the detriment of supervision. It is in the light of this unpleasant situation that this study was set out to investigate the relationship between principals' supervisory techniques and teachers' job performance in secondary schools in Anaocha LGA.

Purpose of the Study

The main purpose of the study is to investigate administrators' supervisory skills and teacher job performances in secondary schools in Anaocha LGA.

Specifically, the study sought to examine:

1. Ways principals' classroom observation technique influence teachers' job performance in secondary schools in Anaocha LGA.
2. Ways principals' workshop technique influence teachers' job performance in secondary schools in Anaocha LGA.

Significance of the Study

The study will be beneficial to various school administrators, teachers, Ministries of Education other government agencies and future researchers.

The result of this study will help various school administrators to understand the benefits of effective school supervision as a quality control measure at various levels of education. Hence the study will help principals to study various supervision techniques to adopt in order to maintain standard academic performance of the students to ensure school effectiveness.

The findings from the study will encourage teachers to put in more effort in their job, abide by stipulated rules and regulations for them in the school and encouraged to accept necessary recommendations and corrections given to them by their principals for improving their performances.

The findings from the study will also expose the need for government agencies to provide needed school facilities, conducive academic environment, teaching aid and teaching materials for enhancing the teaching job.

Finally, the material from the study will serve as reference materials for future researchers who would want to carry out a related study on the subject.

Scope of the Study

The study will be delimited to principals' classroom observation techniques and principals' workshop techniques. The study will also cover all the public secondary schools in Anaocha Local Government Area of Anambra State.

Research Questions

The following research questions guided the study-

1. In what ways does principals' classroom observation technique influence teachers' job performance in secondary schools in Anaocha LGA?
2. In what ways does principals' workshop technique influence teachers' job performance in secondary schools in Anaocha LGA?

REVIEW OF RELATED LITERATURE

Administrator

A school administrator otherwise known as the principal is the person saddled with the task for overseeing what goes on in the school. It is because of the administrative role of the principal that the National Policy on Education (FRN, 2013) specific that principals will work towards humanizing the excellence of secondary education by giving supports to measures that will ensure effective administration. Principals are therefore required to put in their best in performing their duties as administrators of the school Edem (2012) who views administrator as involving the planning and organization of activities and resources aimed at the goals of an organization. As pronounce by Edem, these activities include planning, organization, coordination and control of human and material resources towards attainment of pre- determined goals. School Administrators need to offer highly valued, insights into their daily styles that foster an environment which is supportive of high teacher's performance. These roles are categorized in developing personnel and facilitating leadership responsible delegation and empowering team, recognizing ultimate accountability, communicating and rapport, facilitating instruction and managing change (John Gardner 2016). This is because according to Ozigi in Ezeocha (2006) the school work revolve around the administrative and the school reputation depends on him. He can make or mar the school; the school projects his own image". The administrative role of the principal

includes the use of monetary and material possessions to accomplish the purposes of the school system, but it is through the effort of the people that these previously mentioned resources are utilized, for organizational objective.

Administrators Supervisory Skills

The principal make certain effectual supervision by relate academically and socially at a regular basis with teachers and students within and outside the classrooms. The main aim is to watch the execution of curricular and make sure attractive increase in teachers' competence, upgrade their conceptual knowledge and teaching skills, give them support in their work to facilitate better performance in teachers' academic practices and students' learning outcomes in the school settings (Wiles, 2010; Oyekan, 2012, Adepoju 2014; Olagboye, 2004; Adetula, 2005).

According to Osakwe(2010), supervision is concerned with the provision of professional help and guidance to teachers and students geared towards the attainment of effectual teaching and learning in the school. The principal as a supervisor offers a professional direction to teachers in order to develop their competencies for effectual teaching process to improve the learning and growth of the students. There are several supervisory skills used by principals in the administration of secondary schools. Iloh, Nwaham, Igbinedion and Ogogor (2016) listed the variety of supervision skills to include: classroom visitation/ observation, inter/intra school, team teaching practices, workshops, demonstration, clinical supervision and micro-teaching among others. This is also in line with Ani (2007) who outlined supervision skills as follow: classroom visitation, micro-teaching, research-approach, workshop, demonstration technique and tape recording. The supervisory skills however outlined by the above scholars adopted in this study are: classroom visitation/observation, workshop and demonstration.

Classroom visitation or surveillance is a supervisory technique in which the principals visit the classroom and watch teacher's delivery of the instruction taking account of their mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among others. Similar to this, Iloh et al (2016) pointed out that classroom observation involves practicality in real classroom situation, whereby the supervisee, presents what he or she had prepared for his or her lesson, utilizing various teaching methodologies, instructional materials, interacting with the learners, jotting salient points on the instructional board, assessing the students using both formative and summative evaluations, coordinating class activities, while the supervisor (principal) inspects, observes and evaluates what and how the instructor has performed.

Teacher Job Performance

According to Casting (2016) job performance can be seen as execution, conduct, compliance or conformity with stated decisions or directives issued by a super-ordinate or demanded by a job. This shows that performance of any job must be according to the pattern set performing such tasks. Ajilabi (2000) opined that teacher job performance is a judicious devotion and dedication to the achievement of standards within and outside the school setting. Chandrasekar (2011) discovered that workplace environment impacts on teachers job performance positively and negatively and if the environment is tense the teachers get demotivated and their performance also affected. Therefore poorly designed work patterns, unsuitable authorities, lack of appreciation and lack of personal decision making opportunity also impact on teacher job performance. According to Cambell (2015) job performance can be seen as an individual level variable or something a single person does. Therefore an employee's performance is determined during job performance interviews. Cambell (2015) purposed factor model of performance based on factor analytic research that attempts to capture dimension of job performance existent across all jobs:

Secondary School

Secondary school can be seen as the intermediary between the primary school and the tertiary institution. Fafunwa (2008) defines Secondary School as any education given between the ages of twelve to twenty (12-20). It has also been defined as all schooling of adolescents, but this was not acceptable to many because of disagreement as to what age to include. A complete definition according to Kronenberg (2008) must include these as well as a statement of aim, functions, services and subjects taught. In addition, he stated that Secondary Schools are of various types, there was no uniform type of Secondary

Schools as each reflects local characteristics and needs of the youths attending it. All these types are similar in many respects and there are features common to them all such as organization, Sex, Curriculum, Control and Support.

Theoretical Framework

The theoretical framework of this study examines the Psychological theory of supervision.

Psychological theory of supervision explored by Planturroot (2006)

This study adopted the psychological theory of supervision which was explored in education by planturroot (2006). According to this theory, “organization stands as a body where it has other parts of the body that work together and it has a head that delegate duties to other parts of the organization, this head serve as an overseer who supervises the function of each part of the organization”. This theory is in line with this study in that the principal stands as the instructional supervisor who delegates and supervises the performance of teachers in the organization. Further applying this theory to the current situation of Supervisory techniques, it is clear to note that the organization in question here is likened to the school while the one to oversee its processes of progress through concerted efforts is the Principal.

Theoretical Studies

This started with the review of principals’ classroom visitation.

Principals’ Classroom Visitation Skills

Principals’ classroom visitation refers to a process by which the principal as a supervisor visits the classroom to observe the teacher and students in action. According to Igwe (2001) classroom visitation is a procedure by which the educational leader who possesses wisdom can be of great assistance in aiding the teacher to improve both his instructional skill and the learning process of the student. The main purpose of the principals’ classroom visitation according to the definition is for the improvement of the teaching/ learning process.

To successfully carryout the classroom visitation however, the visit has to be planned. Igwe (2001) noted that teachers are always fearful and scared of supervision and as such do not take it in good faith. Since supervision is inevitable, it behooves the supervisor to plan his visitation together with the teacher to dispel teachers’ fear and anxiety. To carry out a successful and harmonious visitation, Ezeocha (1995: 65) advocated the following strategies:

- i) Existence of good rapport between teachers and supervisor, so that the latter would not be seen as an enemy.
- ii) The supervisor should carefully prepare the visit and should enter the classroom as unobtrusively as possible.
- iii) A conference should precede and follow the visit.
- iv) The supervisor should concentrate on the total learning situation, students -teacher behaviour and the attitude of the students.
- v) Visitation should be at the approval of the teacher.
- vi)The supervisor should attempt to discover strong points in the learning situation, discuss the past during conference and give credit where it is due.
- vii) The supervisor should never openly show disapproval of what happens in the classroom, rather, should make complimentary remarks before leaving the classroom. Peretomode (2001) emphasized a mutual teachers – supervisor relationship during classroom observation. The implication according to him was that before engaging him in a pre- visit conference which might also be instrumental in dispelling teacher apprehension of the forth-coming visit and could provide the principal with the teachers’ intentions so that both could share a framework of meaning and understanding of the teachers’ reasoning premises, doubts and explicit professional motives. Apart from the pre-visit conference, other facets of classroom visitation would be real observation period and the post visit conference. Since the supervisor observes the lesson so that he may later analyze it with the teacher, Lovell and Kimball (2005) pointed out that it is crucially important that the data constitute a true, accurate and complete representation of what took place. This would be so because, if the data was seriously distorted, then the whole exercise becomes worthless.

The relationship between teachers' and students is another important area that the supervisor would pay attention to during classroom visitation if teachers' job performance should be improved upon. Besides, using classroom visitation technique for the enhancement of teachers' job performance demand more time from principals. The principal should also consider instruction improvement as a top priority in statutory role. It became rather unfortunate that many principals never spend much time in visiting classes for the purpose of supervision.

Principals' Workshop Skill

Workshop according to Riltig (2007) is one which the individual's working group brings their life style, their culture and their values together. Workshop as a supervisory service has been found to be useful, resourceful and rewarding. Workshop is a skill 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 most especially on the improvement of instructions. It provides opportunities for exchange of ideas on teaching methods and other areas of teaching interest that enhance teachers' job performance. Workshop is a supervisory skill where people share their knowledge in group towards achieving common goal. Akinwumi (2002) asserted that the workshop was usually composed of a group of people working towards a common goal and trying to find a solution to a given problem through group discussions and conferences under the supervision of resource persons or consultants. A workshop must be flexible in nature, organized to meet a particular need at a particular time during the year. It was therefore concluded by Schon (2014) that common results expected from workshop were on accumulation of materials and knowledge.

Slavin (1990) contended that for workshops to be effective, there must be group goals and individual accountability. For this to be done, principals as supervisors must ensure that every participant or teacher had learned something as this could form the basis of his or 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 though the principals as supervisor were primarily meant for such tasks.

Principals' Clinical Supervision Skill

The clinical supervision skill is commonly used by principals; according to Hammer (2009) clinical supervision involves the following five-stage process:

- (i) a pre-observation conference between supervisor and teacher concerning elements of the lesson to be observed;
- (ii) classroom observation;
- (iii) a supervisor's analysis of notes from the observation conference between supervisor and teacher;
- (iv) a post-observation conference between supervisor and teacher; and
- (v) a supervisor's analysis of the post-observation conference.

During observation, the supervisor takes note of the teacher's knowledge of the subject being taught, evidence of adequate planning and preparation for the lesson, lesson presentation, teacher's personality and the extent of students' participation or interaction with the teacher. These form the bases for providing constructive advice on how to improve the quality of classroom instruction. The visit may be repeated until the required improvement is achieved.

Despite the obvious advantages of clinical supervision in its various forms, it has been criticized by researchers such as Garman and Hunter (2013) because it is time consuming and labour-intensive, rendering it impossible to use on any regular basis given the large number of teachers that supervisors are expected to supervise in addition to their other administrative responsibilities. He therefore advocated the use of research approach to stimulate effective teaching and improvement in students' learning outcomes.

The research approach is a well-planned activity which involves systematic and objective collection and analysis of data in order to find solutions to identified problems. It could be used as a skill for instructional supervision. In this respect, the supervisor has to engage teachers individually or in team work to find solutions to problems of teaching/learning that confronts them instead of dictating solutions to problems relating to teaching and learning

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.

Factors Competing with Supervisory skills of Principals

Differing Conceptions of Effective Teaching: According to Sullivan and Glanz (2000), some specialists ascribe difficulty in defining supervision to a lack of understanding of the teaching process, impreciseness of the criteria for assessing teacher performance, and lack of agreement on what should be taught. Those who follow an interpretive or hermeneutic approach to supervision look at the unique characteristics of a particular learning situation and, with the teacher, seek to interpret the events that take place during a lesson. Some supervisors look at process; that is, the demonstration of teaching skills and some focus on product such as test scores of students. Others include the teacher's personal and professional attributes in their description of effective teaching. Certain supervisors are partial to particular models and styles of teaching. Some smile, for example, at discovery learning and frown at lecturing. Some favour direct instruction of entire group, some champion cooperative learning, and others advocate individualized instructional techniques. These differing conceptions of what constitutes effective teaching makes the supervisory process difficult for both the teacher and the supervisor.

Staff Inadequacy: The number of professionally trained supervisors in our schools is grossly inadequate to meet the needs of an effective and efficient programme of supervision. The population of students in the school has so exceeded the stipulated teacher/pupils ratio that all that most principals do in terms of instruction is to ensure that there are enough teachers to man the classes.

Shortage of External Supervisor or Inspectors: External supervisors and inspectors are usually Ministry of Education or Education Board officers specially assigned to access the level of compliance of school instructional activities with approved government standards. Unfortunately, this category of staff is usually in short supply due to the large number of government schools and teachers. According to Ogunu (2005) the consequence of this shortage of supervisory personnel is that most of the time, a lot of unprofessional practices are carried out in our schools to the detriment of the children.

Lack of Time: According to Ogunu (2005) secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit the classrooms and observe how the teachers are teaching. When principals give more time to correspondence with the Ministry of Education and its parastatals, community affairs, parents and a host of other visitors and in the process neglect their primary duty of overseeing instruction in the schools, we cannot expect good performance from students. Some unscrupulous teachers easily exploit the school head's neglect of supervision to achieve their selfish ambitions.

Lack of Adequate Training and Orientation in Instructional Supervision: Many newly appointed principals are not given the necessary training and orientation to equip them with the skills they need to carry out their instructional supervisory functions. They manage through for years without understanding what instructional supervision entails and how to do it.

Administrative issue: According to Onoyase (1991) Administrative inadequacies emerge when planning fails to specify the scope of responsibilities and results that instructional supervision is expected to bring about in a school. Thus, detail planned visits should be made known to the supervisee and the agreement reached between the supervisor and supervisee on the objectives and the procedures. In other words, both instructional supervisor and school administrators must come to term if the instructional supervision is to achieve its objectives.

Lack of pre-professional training for supervisors: Technical issue: One of the major challenges facing instructional supervision in Abakaliki Education zone is the issue of competence and technical knowledge of the instructional supervisors. Most often than not, in Nigeria, political affiliation at times dictate who get a particular assignment without recourse to the technical competence of the person. Evidence from previous studies (Ajayi & Ayodele, 2006 and Eya & Leonard, 2012) revealed that some instructional

supervisors lack knowledge and competence to carry out the exercise. Some instructional supervisors were appointed based on their level of involvement in the government of the day and not as result of their skills they possessed.

Integration of Information and Communication Technology (ICT) in education: This involves the use of modern technological equipment and computer devices for the teaching and learning process. Anderson (2008) stated that technologies and internet offer students an alternative to traditional education in a classroom in a physical school building. This innovation has broken the traditional way of teaching and learning at all levels of education. However, with the current innovation in teaching, it is difficult for instructional supervisor to have access to how teaching is being conducted in the school system. The process of instructional supervision has generally occurred in a face-to-face setting with teachers and administrators physically present in the same location (Glickmeim, et al, 2001). This traditional model of instructional is being threatened by online learning opportunities that are changing the delivery of instruction to a virtual environment (Anderson, 2004). Thus, since the use of ICT permits individual student to learn at their own convenient time (asynchronous learning), therefore the current innovation in education pose a challenge to instructional supervision in the school system.

Strategies for Improving Supervisory Skills

Training and retraining of supervisor: The training of new supervisors and the retraining of old ones should be taken seriously. Special training centers where experienced and practicing supervisors are available should be established for this purpose. This is important because the ideas of using old or obsolete techniques or method negate the spirit of the inspection of primary education. Supervisors could be sponsored to seminars and workshops or conference to update their knowledge and skills on modern and acceptable techniques of supervision.

Morale Boosting: Researches are replete with the relationship between motivation and performance of skills. If supervisors are properly motivated with available work materials such as stationery, transportation, conducive working environment and enhanced salaries and allowances the morale of the supervisor could be boosted thereby affecting the skills.

Employment of supervisors with higher educational qualifications: Supervisors with higher qualifications are more likely to perform better in the field than those with lower qualification. According to Okoro (2004), education personnel with higher qualifications display more confidence in their workplace. In addition, they are more accessible to quality information, and adapt to changing occupational conditions than their counterparts with lower qualification, who are usually more indisposed and ill-equipped in adapting to modern changes.

International and inter-state exchanges: It is suggested that deliberate and government sponsored international and interstate exchange of supervisory personnel and experiences could boost the skills of supervisors. Countries with similar educational policies such as Ghana, Gambia or Sierra Leone could be involved in such exchange programmes. The purpose is to ensure cross-fertilization of ideas, and explore way of tackling similar problems or challenges.

Improved Selection Criteria for Supervisors: Supervision is a technical task that requires meticulous, firm and objective assessment. Therefore, those saddled with this responsibility should be carefully selected from among the available education personnel in the schools or state ministries of education. A special aptitude test could be administered testing various aspect of candidates' personality to determine their suitability. This rigorous exercise, according to Obanya (2005), stimulates confidence, which is a necessary ingredient for skill acquisition and performance.

Disciplinary Action Against Unprofessional or Unethical Conduct ort Performance: In order to improve the skills of school supervisors appropriate sanctions should be leveled against any erring or deviant supervisor who tends to undermine the expected standard. A situation whereby mediocrity is exalted and standard sacrificed, while supervisors who excel in their assignment should be rewarded accordingly, either in kind or cash sanctioning unacceptable performance could serve as a deterrent to others. 7. Reward for Performance: Even though reward of various kinds has a way of boosting the morale of workers, it also has the capacity of instigating increased performance and development of

quality skills. Therefore, supervisors with excellent performance should be rewarded accordingly in order to maintain, and if possible improve their skills.

Empirical Studies

This was grouped into studies on supervision skills and teacher job performances.

Empirical Studies on Supervision Skills

Ebirim (2012), conducted a study on the extent of supervision of instruction in Federal Government College (FGC) in Imo State and Enugu State. The study adopted descriptive research design. Five research questions and two null hypotheses guided the study. The population of the study was 452 comprising 415 teachers and 37 supervisors. Stratified random sampling technique was used to draw a sample of 208 teachers. All the 37 supervisors were sampled making a total of 245 teachers. Data was collected using a structured questionnaire. Mean and standard deviation and t-test statistic were used to answer and analyze the research questions and the two hypotheses respectively. The study revealed that to a great extent supervision is carried out in FGCs and the supervision of instruction is perceived by teachers as involving monitoring and assisting teachers to improve their delivery of instruction. It also revealed that imposing personal ideas on teachers by supervisors, teachers refusing to cooperate with supervisors among others are some of the factors that hinder supervision of instruction in FGC. It was recommended that effort should be made in improving in supervision of instruction in the school. This study is related to the present study as both of them utilized the same research design, instrument for data collection, both were carried out in secondary schools. The variation is however in the fact that this study combined research questions with hypothesis in the study. Again mean and standard deviation was used for analyses and five research questions were used whereas in the present study different tool and number of research questions was used.

Kolawole (2012) carried out a comparative study of instructional supervision roles in secondary school principals and inspectors of the Ministry of Education in Lagos State. Design of the study was the descriptive research design, Two hypothesis used were tested at 0.05 level of significance. Population of study was 80 comprising of principals and inspectors. Twenty principals (20) and twenty inspectors (20) were randomly selected for the study. Instrument for data collection was a questionnaire which was of two sets- one each for the principals and the other for the inspectors. Pearson product moment was used to analyze the data collected and to test the relationship between the two. Mean rating was used for data analyses while validation was done by experts. The results revealed that among other things that there is significant relationship between instructional supervision of principals and that of inspectors. . It was recommended that both the principal and the inspector should work together in carrying out supervision of instruction in schools. This study is related to the present study as they both made use of the descriptive research design, structured questionnaire for collection of data. Also they both made use of mean rating for the analyses of the data. However they differed in the population and sample size. Also the study employed the use of hypothesis while the present study did not. Again groups of people were used as respondents in this study whereas in the present study only teachers were used as respondents.

Akudo (2007), conducted a comparative study on the influence of supervision of instruction on teacher effectiveness in primary schools in Onitsha Education Zone. The research was to found out what influence both internal and external supervision have on the effectiveness of primary school teachers in Onitsha Education Zone. Descriptive research design was used and two research questions and one hypothesis guided the study. A total of 2350 teachers served as the population of the study whereas a total of 905 primary school teachers were randomly sampled. The instrument for data collection was a forty item questionnaire. The reliability coefficient was 0.73. Mean and standard deviation were used to analyze the two research questions and t-test statistic was employed in testing the only hypothesis. Major findings of the study showed that supervision, either internal or external has tremendous positive influence on the effectiveness of primary school teachers. It was recommended among other things that instructional supervision should be encouraged and carried out on regular bases in primary schools. Like other studies reviewed this study related to the present study in that both of them utilized the same research design, instrument for data collection, both were carried out in secondary schools and also

carried out in Anambra State of Nigeria. The variation is however in the fact that this study combined research questions with hypothesis in the study. Again mean and standard deviation was used for analyses and t-test statistic is used. Moreover both of the study also differed in population and sample size.

Nkwoh (2011) carried out a study on analysis of administrative supervisory roles of principals in private secondary schools in Aba education zone of Abia state. The study investigated the administrative roles of private secondary school Principals in Aba education zone of Abia State. It is a survey research and it adopted seven research questions that guided the study. Sample of six hundred and sixteen (616) respondents' was chosen from group of teachers of schools. The six hundred and sixteen respondents were selected by stratified, random proportionate techniques across Aba education zone of Abia State. A 35 – item questionnaire on principal administrative tasks performance evaluation question (PATPEQ) which was based on 4 – point scale of Highly Effective, Effective, Moderately Effective and Not Effective was used to collect data. The result was analyzed using mean and standard deviation. The result revealed that principals were moderately effective in financial and school business administration, students' personnel administration, staff personnel administration, instruction and curriculum development and in general tasks. The principals were effective in school community relation and they were not effective in school plants. The study was related to the present study in that both of the studies are centered on administrative roles of principals in secondary schools and also made use of descriptive survey design but the study deferred from the present study in that it made use of different population and sample sizes with 35 items was carried out in private schools in Aba in Abia State instead of Anambra State.

Eziuzor (2008) carried out a research on the appraisal of the effectiveness of principals' supervisory practices in secondary school administration in Onitsha Education zone of Anambra State. The purpose of the study was to appraise the effectiveness of principals' practices in secondary school administration in Onitsha Education zone of Anambra State through the opinions of teachers. The appraisal was delimited to three managerial practices of staff personnel administration, students' administration, and administration of school-community relationship. The study, which was guided by three research questions, adopted the descriptive survey design. Sample was made up of 355 teachers who were randomly selected from 10 secondary schools out of 32 secondary schools in Onitsha Education Zone of Anambra State. A questionnaire containing 15 items was validated, tested for reliability and used as the data collection instrument. Mean scores and standard deviation were used in answering the research questions. The findings of the study indicated that principals performed well in some areas such as students' administration, and school-community relationship, but they did not perform well in financial management, and staff personnel administration. It was therefore recommended among other things that principals should pay serious attention and improve on their managerial practices. They need the authority to manage the school effectively in areas such as disciplining of staff and students, participation in staff selection, mobilizing and using community resources.

This study is related to the present study in the sense that they both discussed principals' effectiveness in his managerial work in the secondary schools in Anambra state, it was also guided by 3 research questions and made use of descriptive survey research design but they differ in the sense that Eziuzor's study used mean score and standard deviation for data analysis was carried out in public schools in Onitsha Education zone while the present study and is carried out in Anaocha North Local Government Area of Anambra State.

Studies on Teacher Job Performance

Akpan (2013) conducted a research on the influence of teachers' job performances on student's academic performance in biology in Ikot-Ekpene L.G.A. of Akwa Ibom State. The research work was aimed at finding out the influence of motivation on teachers and students academic performance in Ikot-Ekpene. Five research questions guided for the research and the study adopted a descriptive survey research design. The population of the study was 150 respondents while the sample was 30 selected through simple random sampling technique. The instrument was a researcher developed questionnaire validated by three experts- two from Educational Management and Policy and one from Educational Foundations

from Education Faculty, Nnamdi Azikiwe University, Awka. The reliability co-efficient of the instrument was 0.78 and the method of the data analysis was through the use of t-test. The findings revealed that teachers that are motivated teach more effectively than teachers that are not motivated. It was recommended that school authorities should provide teachers with conducive teaching and learning atmosphere for better performances.

The study is related to the present study because it is also based on the influencing teacher's job and it used descriptive survey design and questionnaire for data collection but it differs from the present study because it used t-test for data analysis, used different population and sample sizes. Okeke (2014) carried out a research on the influence of motivation on job performance of teachers in Awka south L.G.A. of Anambra State. Two research questions guided the research and the study adopted a descriptive survey research design. The population of the study was 450 teachers while the sample was 120 teachers sampled using simple random sampling technique. The instrument was a researcher developed questionnaire validated by two experts. The reliability co-efficient of the instrument was 0.89 and the method of the data analysis was mean rating. The findings showed that regular payment of salaries and in-service trainings motivates teachers in the secondary schools in Awka South. It was recommended that school authorities should adequately motivate teachers for them to put in their best in their jobs.

Okeke's study is related to the present study in that the study was centered on the performance of teachers. It also used descriptive survey and mean rating. It also differs from the present study in the study made use of different population and sample size. Denco (2015) carried out a research on the effect of motivation on teacher job performance in secondary schools in Ebony State. Four research questions guided the study. The study adopted a descriptive survey research design. The population of the study was 350 teachers while the sample was 125 teachers sampled through simple random sampling technique. The instrument was a researcher developed questionnaire validated by two experts from Enugu State University of Technology. The reliability co-efficient of the instrument was 0.74 and the method of the data analysis was mean rating. The findings showed that extrinsic motivation given to workers in an organization has a significance influence on the performance of workers. It was recommended that employers should develop pay policies and procedures that will motivate their workers to perform better in their jobs.

The study is related to the present study as it used questionnaire for data collection and mean rating for data analysis. Again the studies differ because the reviewed used different population and sample sizes and was carried out in Ebonyi State instead of Anambra State. Akpan (2013) conducted a research on the influence of teacher's job performances on student's academic performance in biology in Ikot-Ekpene L.G.A. of Akwa Ibom State. The research work was aimed at finding out the influence of teachers' job performance on student's academic performance in Ikot-Ekpene. Five research questions guided for the research and the study adopted a descriptive survey research design. The population of the study was 150 respondents while the sample was 30 selected through simple random sampling technique. The instrument was a researcher developed questionnaire validated by three experts- two from Educational Management and Policy and one from Educational Foundations from Education Faculty, Nnamdi Azikiwe University, Awka. The reliability co-efficient of the instrument was 0.78 and the method of the data analysis was through the use of t-test. The findings revealed that teachers that are motivated teach more effectively than teachers that are not motivated. It was recommended that school authorities should provide teachers with conducive teaching and learning atmosphere for better performances. The study is related to the present study because it is also used descriptive survey, questionnaire for data collection and descriptive survey research design but it differs from the present study because it used t-test for data analysis as well as making use of different population and sample sizes.

The research of Chukwukaebi (2003) on the "motivational factors for effective teaching performance in secondary schools in Anaocha Local Government Area of Anambra State." The purpose of the research was to identify more motivational techniques that should be implemented by the state education community to enhance teachers' performance. The study was designed to find out the adequacy of the motivational factors and how they affect performance of teachers. Seven research questions guided the study. A sample of 140 teachers and 100 students was used through simple random sampling techniques.

Questionnaire was used as the instrument for data collection while descriptions were answered using mean scores. It was found that teachers are not highly regarded in the society compared to doctors, lawyers etc. Also, the study found out that the poor performance of students was caused by low level of teachers' motivation. Recommendations were made based on the finding of the study. Based on the research finding, the researcher recommended that teachers should be more interested in the performance of the students and show more concern on their performance than their working environments. This research is related to the present study because both study made use of simple random sampling in selection of samples and questionnaire for data collection. Also both studies were carried out in Anaocha Local Government Area of Anambra State. They however differed in that this research study used different number of research questions, different number of population size and research questions.

Sadik (2009) investigated the difficulties that secondary school teachers experience during their job performances in Ebonyi State. It is a survey type study that describes the characteristics of the population. The research data were collected by means of the interview method in Ebonyi State in the 2006–2007 academic years. The population of the study was made up of all the primary school principals in Ebonyi State. The participants of the study were school principals with at least five years of experience in school management selected through proportionate sampling technique. Structured interviews were held with school administrators in their schools. The interview questions aimed at collecting information on the problems that they encountered in terms of the dimensions of administration processes; that is, planning, organization, coordination, communication and inspection. The interviews were recorded and then analyzed by coding under the themes of planning, organization, coordination, communication and inspection. The findings indicated that school principals' problems are mainly related to financial sources, educational region system, school types, democratic procedures involvement, teacher motivation, communication and influence and inspection practices in schools. The aims of the study were to determine the difficulties that primary school principals experience during administrative processes. The study is related to the present study as it is a survey kind of study also covers the teacher's job performances of secondary schools but it differed from the present study as it used proportionate stratified sampling technique in selection of sample, used interview for data collection and used principals as respondents whereas the present study used teachers as the respondents.

METHOD

This chapter discussed the method and procedures in the conduct of the study. And this is presented under Research Design, Area of the Study, Population of the Study, Sample and Sampling technique, Instrument of the Data Collection, Validation of the instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis.

Research Design

The research design used for the study is descriptive survey. Survey according to Nwogu, (2015) means a method of obtaining information from various groups or persons mainly through questionnaire or personal interview. With descriptive survey research design, the researcher was able to collect information through a questionnaire from a group of people which was analyzed and consequently generalized to cover the entire population.

Area of the Study

The study was carried out in Anaocha Local Government Area which is one of the local government areas in Anambra State. It is made up of nine towns which include Anaocha as a Local Government Area in Anambra State, south-eastern Nigeria. Towns that make up the local government are Aguluzigbo, Agulu, Neni, Ichida, Adazi-Ani, Adazi-Enu, Adazi-Nnukwu, Akwaeze, Nri and Obeledu. The people are well known in the past for farming, and trading. They are industrialists, business men and women, civil servants, educationists and farmers. The region has been selected for this study because of the attention the town has given to the education of their children over the years..

Population of the Study

The population of the study comprised the 645 secondary school teachers in the 16 secondary schools in Anaocha LGA. The data was collected from Post Primary School Commission, Awka (2017).

Sampling and Sampling Technique

The sample of the study comprised of 200 teachers chosen from ten (10) out of the sixteen (16) schools in the area. The choice of the teachers as the respondents is because they are the people that are in a better position to assess the supervisory skills of their principals in their various schools. The sampling technique employed was the simple random sampling technique. In which case, the researcher randomly picked 10 schools out of the 16 schools. The sample was selected by writing the names of the 16 schools on pieces of papers in a bag. It was reshuffled and 10 schools were picked by the researcher without replacement. Then 20 teachers out of each of the 10 schools that were picked were also randomly selected to represent the 200 respondents.

Instrument of Data Collection

The researcher formulated a questionnaire- Administrative supervisor skills and teacher job performances in secondary schools questionnaire (ASSTJPSSQ) which covered various teacher competences that could influence student's academic performances in Awka South L.G.A. The questionnaire was divided into two parts- part A and Part B. Part A covered information about the respondents while part B contains 17 items separated into 2 research questions.

Validation of the Instrument

The instrument was subjected to face and content validation using three experts, two experts from Education Management and Policy department and one from Education foundations. The final edition of the instrument was obtained after the researcher effected the necessary corrections required.

Reliability of the Instrument

The reliability of the instrument was determined using the test -retest reliability technique on 20 respondents outside the sample of the study. The data collected on the two tests were analyzed using Pearson product moment correlation coefficient(r), a reliability coefficient of 0.78 was obtained showing that the instrument was reliable and consistent for the study. The researcher therefore considered the questionnaire to be reliable since the coefficient is high and is in line with Agu and Akuezilo (2007) who posited that a correlation coefficient of 0.70 and above is high enough for a research instrument to be taken as reliable.

Method of Data Collection

Questionnaire was used to collect data for the study. The researcher and two research assistants distributed the questionnaire to the respondents. The researcher also waited and collected the completed questionnaires from the respondents when they were through. However, the researcher returned back to collect those of the respondents who were not disposed to fill the questionnaire on the spot. A total of 200 questionnaires were retrieved from the respondents whereas 210 questionnaires were distributed.

Method of Data Analysis

Mean rating is to be used for the analysis of the questionnaire items. The decision rule for interpretation of the mean scores of the data is that 2.5 will be the bench mark for accepting an item at the agree level while mean ratings below 2.5 is to be categorized as mean scores within the disagreed level.

DATA PRESENTATION AND ANALYSIS

Research Question 1: *In what ways does principals’ classroom observation technique influence teachers’ job performance in secondary schools in Anaocha LGA?*

Table 1: Mean response of teachers on ways principals’ classroom observation technique influence teachers’ job performance in secondary schools in Anaocha LGA

S/N	ITEM	\bar{X}	DECISION
1.	It helps to discourage indiscipline in the classroom	3.03	Agreed
2.	It helps to control noisemaking in the classroom	2.84	Agreed
3.	It helps to improve teachers interaction in the classroom with learners	3.03	Agreed
4.	It promotes better student-teacher relationships	3.24	Agreed
5.	It help teachers to improve on their classroom control during delivery of instruction	2.70	Agreed
6.	It promotes better use of teaching materials	2.65	Agreed
7.	It helps to expose areas the teacher needs assistance and guidance in the classroom	2.92	Agreed
Grand Mean		2.92	Agreed

The result in Table 1 showed that all the items 1, 2, 3, 4,5, 6 and 7 fall above 2.50. The grand mean 2.92 is above the cut off mean. This shows that the teachers agreed that principals’ classroom observation technique influence teachers’ job performance in secondary schools in Anaocha LGA

Research Question 2: *In what ways does principals’ workshop technique influence teachers’ job performance in secondary schools in Anaocha LGA?*

Table 2: Mean response of teachers on ways principals’ workshop technique influence teachers’ job performance in secondary schools in Anaocha LGA

S/N	ITEM	\bar{X}	DECISION
8.	It communicates new ideas to the teachers	2.72	Agreed
9.	It creates room for exchange of ideas among teachers	2.80	Agreed
10.	It provides opportunity for analysis of new ideas	2.75	Agreed
11.	It provides platform for evaluation of new concepts	3.06	Agreed
12.	It creates forum for making useful suggestions for solving educational problems	2.97	Agreed
Grand Mean		2.86	Agreed

The result of the findings in table 2 showed that items 8, 9, 10, 11 and 12 of the teachers’ responses fall within the agreed level of 2.5. The grand mean of the responses was 2.86. It shows that respondents agreed that principals’ workshop technique influence teachers’ job performance in secondary schools in Anaocha

Summary of the Findings

1. Classroom observation technique influence teachers’ job performance in secondary schools in secondary schools in Anaocha LGA.

2. Workshop technique influence teachers' job performance in secondary schools in secondary schools in Anaocha LGA.

DISCUSSION OF THE FINDINGS

Influence of Classroom Observation Technique

The result of the analysis of the data in research question 1 showed that respondents agreed that classroom observation technique influence teacher job performance in many ways which includes that it discourages indiscipline in the classroom, helps to control noisemaking in the classroom, helps to improve teachers interaction in the classroom with learners, promotes better student-teacher relationships, help teachers to improve on their classroom control during delivery of instruction, promotes better use of teaching materials as well as helping to expose areas the teacher needs assistance and guidance in the classroom. Ani (2007) who outlined supervision skills as follow: classroom visitation, micro-teaching, research-approach, workshop, demonstration technique and tape recording. The supervisory skills however outlined by the above scholars adopted in this study are: classroom visitation/observation, workshop and demonstration.

Classroom visitation or observation is a supervisory technique in which the principals visit the classroom and observe teachers delivery of the instruction taking account of their mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among others. Similar to this, Iloh et al (2016) pointed out that classroom observation involves practicality in real classroom situation, whereby the supervisee, presents what he or she had prepared for his or her lesson, utilizing various teaching methodologies, instructional materials, interacting with the learners, jotting salient points on the instructional board, assessing the students using both formative and summative evaluations, coordinating class activities, while the supervisor (principal) inspects, observes and evaluates what and how the instructor has performed. Peretomode (2001) emphasized mutual teachers – supervisor relationship during classroom observation. The implication according to him was that before engaging him in a pre- visit conference which might also be instrumental in dispelling teacher apprehension of the forth-coming visit and could provide the principal with the teachers' intentions so that both could share a framework of meaning and understanding of the teachers' reasoning premises, doubts and explicit professional motives. Since the supervisor observes the lesson so that he may later analyze it with the teacher, Lovell and Kimball (2005) pointed out that it is crucially important that the data constitute a true, accurate and complete representation of what took place. This would be so because, if the data was seriously distorted, then the whole exercise becomes worthless.

Influence of Workshop Technique

The result of the analysis of the data in research question 2 showed that respondents agreed that principals' workshop technique influence teacher job performance in many ways which includes that it communicates new ideas to the teachers, creates room for exchange of ideas among teachers, provides opportunity for analysis of new ideas, provides platform for evaluation of new concepts and creates forum for making useful suggestions for solving educational problems. Workshop technique can be seen as an instructional supervisory technique in which a platform is created 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. To buttress this, Ekpoh and Eze (2015) pointed that workshop is a technique in which teachers are brought together in an organized way to enable principals communicate with them on the matters of school and classroom management and most especially on instructional improvement. Akinfolarin and Rufai (2017) sees instructional improvement as the act of making progress in instructional delivery for better academic achievement. School administrators should communicate new ideas and trends in the education industry to teachers in order to ensure instructional improvement. During workshops, ideas are exchange, analyses of new ideas are achieved, evaluations of concepts and suggestions are made, conclusion are drawn and decision taken (Ani, 2007).

CONCLUSION

From the analysis of the study the following were concluded:

1. Classroom observation technique influence teachers' job performance in secondary schools in secondary schools in Anaocha LGA.
2. Workshop technique influence teachers' job performance in secondary schools in secondary schools in Anaocha LGA.

RECOMMENDATIONS

1. It was therefore recommended that there is need for collaboration between teacher training institutions and schools in improving the quality of initial training, so that prospective principals are equipped to take proper measures to influence teacher job performances in their schools
2. Again efforts should be made to update principals' knowledge on classroom observation techniques through in service training for better teacher job performances.
3. It is also recommended that workshop techniques of principals should be updated from time to time to take advantages of current trends in workshop programmes.

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