

PRINCIPALS' SUPERVISORY STRATEGIES AS CORRELATE OF TEACHERS' EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The study investigated principals' supervisory strategies as correlate of teachers' effectiveness in public secondary schools in Anambra State. Correlational survey design was adopted for the study. Three research questions and three null hypotheses guided the study. The population of the study was 6447 which comprised all the 262 principals and 6185 teachers in all the 262 public secondary schools in the six education zones of Anambra State (PPSSC, Awka, 2021). The sample of the study was 711 respondents consisting 26 principals and 685 teachers selected from the population through purposive sampling technique. Two researcher-structured instruments titled "Supervisory Strategies Questionnaire (SSQ)" and Teachers Effectiveness Questionnaire (TEQ)" was used to collect data. The instruments were face validated by three experts drawn from the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Anambra State. Cronbach Alpha technique was used to determine the internal consistency reliability of the instruments. The research questions were answered using Pearson Product Moment Correlation Coefficient (Pearson r) while the null hypotheses were tested with t-test for correlation. The findings of the study include: that there is a high positive significant correlation between classroom visitation strategy and teachers' effectiveness in public secondary schools in Anambra State; there is a high positive correlation between teaching demonstration strategy and teachers' effectiveness in public secondary schools in Anambra State among others. Based on the findings, the following recommendations were made: that principals should intensify instructional supervision through regular classroom visitation and observation of teachers at least once every week as doing so will enhance teachers' effectiveness in public secondary schools in Anambra State; and government should through Ministry of Education and Post Primary School Service Commission (PPSSC) train all the secondary school administrators/supervisors to be conversant with the use of all supervisory strategies in the supervision of teachers in their various schools.

Keywords: Principals, Supervisory Strategies, Teachers Effectiveness

Introduction

Education is a means of imparting knowledge and skills, and inculcating human values which help in personal and professional growth. It has been the socio-economic and political pivot of every nation and this has made education more relevant to the growth of nations including Nigeria. Secondary education is the bridge between primary and tertiary education and have the broad goals of preparing people for useful living in the society and for higher education and these have made it imperative that it should among others, supply trained manpower in the applied science, technology and commerce at sub-professional levels; inspire its students with the desire for self-improvement and achievement of excellence; raise a generation of people who can think for themselves, respect the views and feelings of others; and respect the dignity of labour (Federal Republic of Nigeria, 2013). Because of this unique position occupied by secondary education in educational system students need to receive effective teaching for their excellent performance.

Teaching and learning are the ultimate goal of educational industry. All efforts of a school principal are geared towards the achievement of effective teaching and learning. Effective teaching leads to effective learning. Effective teaching is applicable to all teachers at all levels, more importantly for teachers at the secondary school level. Teachers' effectiveness is one of the most important indicators used to assess the effectiveness of any school. Nwafukwa and Odey (2018) described teachers' effectiveness as a teacher's contribution to positive academic achievement, attitudinal and social outcomes for students such as regular attendance, on time promotion to the next grade, self-efficacy and comparative behaviour; teachers use of diverse resources to plan and structure, engaging learning opportunities, monitor students' progress formation, adapting instruction as needed and evaluate learning using multiple sources of evidence, teachers contribution to the development of classrooms and school that value diversity and collaborate with other teachers, administrator, parents and education professional to ensure students success particularly. Teachers' effectiveness implied the use of clearly formulated objectives by the teacher, illustrated instruction that will enable students to acquire desired knowledge content, apply the knowledge to classroom and other related problem, think and take independent decision and the use of effective evaluation technique by the teacher (Oviaawe, 2016). Nwafukwa and Odey (2018) confirmed that effective teachers are those persons who comply with the rules made by administrators, try to tackle them by working on his own terms and at the same time by not offending them, acting as a bridge between administrators and students and making sure that protocols as defined are religiously respected. In addition, an effective teacher is he who exhibit co-operation, leadership qualities, punctuality and cordial relationship with fellow staff and students. Akomolafe (2014) identified the characteristics of effective teaching to include: attention on students achievement, quality teaching, responsive to students learning processes, effective and efficient learning opportunities, pedagogical practices that create cohesive learning communities, effective links between school and cultural context of the school, multiple tasks to support learning cycles, aligned curriculum goal effectively, pedagogy scaffolds feedback on students' task engagement among others. Uduak and Bassey (2015) argued that teachers' effectiveness involves all the activities carried out in school by the teacher to achieve the desired educational goals and objectives in school. In other words, teachers' effectiveness is the accomplishment of school's goal and objectives. However, teachers may not be effective in their job without effective application of supervisory strategies by the principals. Secondary school principals are educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communication experts, budget analysts, facility managers, special programmes

administrators, as well as guardians of various legal, contractual and policy mandates and initiatives (Peretomode, 2014). The principals have been assigned instructional supervisory activities. Glickman et al (2017) defined supervision as the act of directing, assessing, overseeing and evaluating employees in order to achieve the organizational goals. For Archibong (2012) instructional supervision is a process that concentrates on instruction and how teachers can improve their instructional skills in order to be able to enhance their effectiveness and efficiency in the schools. The principals play the role of supervisor from time to time by checking the teachers' classroom work and assessing their overall performance based on students' academic achievement. The purpose of supervision in the secondary schools include: deciding the nature and content of the curriculum; selecting the school organizational patterns and materials that will enhance educational growth; improvement of teachers effectiveness; ensuring that teachers are performing their duties as scheduled; improvement of the incompetent teachers; providing a guide for staff development; determining the effectiveness of the teachers' classroom management; determining the 'tone' of the school; determining special abilities possessed by teachers and deciding whom to be transferred, retained, promoted or disengaged.

Supervisory strategies are methods or ways of improving teaching and learning in secondary schools. Quality education can only be possible through effective supervisory strategies used by principals. Fritz and miller (2013) opined that the responsibility of effective teaching and learning take place and to which instructional supervisors carry out their duties is by employing various strategies to enhance teachers' effectiveness. Onuma (2016) outlined many strategies available for principals to help teachers improve on their effective instructions in the schools. Some of the strategies include micro teaching, teaching demonstration, self-appraisal, observation, classroom visitation, conferences and evaluation. Influence of principals' supervision strategies in secondary schools cannot be overemphasized. The principals facilitate various supervision strategies in the school through classroom visitation, conferences, observation, teaching demonstration, follow up visit and evaluation to improve the standard of education in Nigeria. Principals adopt supervision strategies to identify the strength and weaknesses of teachers to provide solutions to their challenges. Bouchamma (2015) identified three strategies of operation by the supervisor as follows: the pre-observation meeting, the scheduled observation, and the post-observation meeting: (a) during the pre-observation meeting, the supervisor introduces the objectives of the process; both parties then concur on the aspects to be addressed, the observation tools, and the time the observation will take place. The supervisor concludes the meeting by going over the teacher's preparation; (b) during the in-class observation, the supervisor discreetly observes the teacher's practice according to the elements agreed upon with the latter and gathers data. Each party concludes by reviewing the observation session which will be further examined during the post-observation meeting; (c) during the post-observation meeting, both parties go over the initial goals and any potential adjustments to be made, and the teacher proceeds with a self-evaluation. The supervisor and supervisee then determine the objectives for the next supervision, plan the activity, and go over future support measures if needed (Bouchamma, 2015). The supervisor concludes with a prepared report of the session, which may be in the form of an assessment depending on legal provisions. Collective teacher supervision centers on alleviating the limitations of individual supervision, improving the effectiveness of existing education practices, introducing sustainable reforms, nurturing reflection and supporting a climate of collaboration and collegiality (Nolan & Hoover, 2018). In this case, the principal serves as guide for the teachers. There are several instructional supervisory strategies, Iloh, Nwaham, Igbinedion and Ogogor (2016) listed the variety of supervision strategies 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 strategies as follow: classroom visitation, micro-teaching, research-approach, conference/workshop, demonstration technique and tape recording. The supervisory strategies outlined by the above scholars adopted in this study are: classroom visitation/observation, teaching demonstration and conferences.

Classroom visitation or observation is a supervisory strategy 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 tasks. The deficiency of teachers observed during instructional supervision could be handled using conference or workshop supervisory strategy.

Conference / workshop as an instructional supervisory strategy is a platform where the supervisor, teachers and subject specialists are brought together to exchange ideas and share teaching experiences in order to acquire knowledge and skills to meet current and emerging demands of teaching profession. To buttress this, Ekpoh and Eze (2015) pointed out that workshop is a strategy 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) conceived 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).

Principals' demonstration strategy is another strategy which involves teaching and learning activities handled by the principal who is skilled and experienced in illustrating educational materials, procedures or strategies in order to improve instruction (Sule, 2013). During demonstration, principals clearly explain the subject matter using vivid examples. Ani (2007) pointed out that demonstration technique of supervision gives teachers the opportunity of asking probing questions that can lead to discovering new methods and ideas. However, Sule pointed out that principal as supervisor has little or no time practicing teaching demonstration and supervisory services for instructional improvement.

Several studies have been conducted on the variables of the study. Onyekuru and Ibegbunam (2013) investigated teaching effectiveness of secondary school teachers in Emohua Local Government Area. Descriptive survey design was adopted and the study found that teaching effectiveness of teachers from secondary schools in Emohua Local Government Area was below average; also of the variables investigated, supervision, teaching experience and teachers' qualifications had a significant influence on teaching effectiveness of the secondary school teachers while gender had no significant influence. In another study by Ubulom, Nnukwe and Dambo (2016) on supervisory strategies and effective instructional delivery in secondary schools in Etche Local Government Area, Rivers State found significant relationship between supervisors' visitations to observe teaching/learning process as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools. Okorie and Nwiyi (2017) researched on the principal's supervisory strategies and teacher's effectiveness in secondary schools in Akwa Ibom State and the findings revealed that delegation of supervisory function strategy, effective record keeping strategy and teacher's monthly assessment strategy enhances teacher's effectiveness in secondary schools. Edo and David (2019) examined influence of school supervision strategies on teachers' job performance in senior secondary schools in Rivers State and their findings indicated that both teachers and principals perceived that classroom visitation and demonstration as supervisory strategies contributed 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 influenced teachers' job performance in the study area. The study of Ogli, Kajo and Odeh (2019) investigated perceived influence of supervision strategies of principals on teachers' job performance in North Central Nigeria and found that classroom visitation and conferences have significant influence on teachers' job performance in secondary schools in North Central Nigeria. All the literatures reviewed are related to the present study but none seems to have been carried out in the study area thereby creating a gap. The nagging issue of applying the right supervisory strategies for teachers' effectiveness in public secondary schools in Anambra State still persists. This study therefore, investigates supervisory strategies as a correlate of teachers' effectiveness in public secondary schools in Anambra State.

Statement of the Problem

In any educational system, teachers' effectiveness is central in the heart of any school manager. It is therefore expected that teachers are always motivated through effective supervision that offers them growth since the quality of education in any society cannot rise above the quality of its teachers. Also, the realization of educational goals within the school system depends on the inculcation of the right attitudes and behaviour patterns in the students. Principals are expected to generate ideas, opinions and contributions to teachers' effectiveness through supervision. It is however disheartening to note that teachers role in their supervision in secondary schools in Anambra State are nothing but that of passive participants due to the strategies being applied by the principals. Issues concerning their personal needs, developmental needs and instructional activities are not taken care of during supervision by the principals. These may have contributed to teachers' dissatisfaction and lack of trust in the current supervision strategies being practices and this has led to teachers' low morale, ineffectiveness, poor performance, rejection of supervision, poor interpersonal relationship between teachers and school principals and non-attainment of the secondary education goals. The problem of this study is the ineffectiveness of teachers as manifested in the student poor academic achievements in the school which could be traced to the problem of wrong supervision strategies used by the principals in the supervision of teachers in the secondary

schools in Anambra State. In view of this development, there is need to assess supervisory strategies as correlate of teachers' effectiveness in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of this study is to investigate the supervisory strategies as correlate of teachers' performance in public secondary schools in Anambra State. Specifically, the study sought to:

1. determine the extent to which classroom visitation strategy correlate with teachers' effectiveness in public secondary schools in Anambra State.
2. ascertain the extent to which teaching demonstration strategy correlate with teachers' effectiveness in public secondary schools in Anambra State.
3. examine the extent to which conference strategy correlate with teachers' effectiveness in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent does classroom visitation strategy correlate with teachers' effectiveness in public secondary schools in Anambra State?
2. To what extent does teaching demonstration strategy correlate with teachers' effectiveness in public secondary schools in Anambra State?
3. To what extent does conference strategy correlate with teachers' effectiveness in public secondary schools Anambra State?

Hypotheses

The following null hypotheses guided the study and will be tested at .05 level of significance

1. There is no significant correlation between classroom visitation strategy and teachers' effectiveness in public secondary schools in Anambra State.
2. There is no significant correlation between teaching demonstration strategy and teachers' effectiveness in public secondary schools in Anambra State.
3. There is no significant correlation between conference strategy and teachers' effectiveness in public secondary schools in Anambra State.

Method

The study adopted correlational survey design. The study was carried out in all the 262 public secondary schools in the six education zones of Anambra State. The population of the study was 6447 which comprised all the 262 principals and 6185 teachers in all the 262 public secondary schools in the six education Zone of Anambra State (PPSSC, Awka, 2021). The sample of the study was 711 respondents consisted 26 principals and 685 teachers selected from the population through purposive sampling technique. Two researcher-developed questionnaires titled "Supervisory Strategies Questionnaire (SSQ)" and "Teachers Effectiveness Questionnaire (TEQ)" were used to collect data. The instruments were face validated by three experts drawn from the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Anambra State. Cronbach Alpha technique was used to determine the internal consistency reliabilities of the instruments. The research questions were answered using Pearson Product Moment Correlation Coefficient (Pearson r) while the null hypotheses were tested with t-test for correlation.

Results

Research Question One: To what extent does classroom visitation strategy correlate with teachers' effectiveness in public secondary schools in Anambra State?

Table 1: *Pearson (r) on the extent classroom visitation strategy correlate with teachers' effectiveness in public secondary schools in Anambra State*

Sources of variation	N	Classroom visitation strategy	Teachers' effectiveness	Decision
Classroom visitation strategy	700	1	.680	positive relationship
Teachers' effectiveness	700	.680	1	

Table 1 presents the results of Pearson's correlation between classroom visitation strategy and teachers' effectiveness. The Pearson's r of .680 is an indication that there is a high positive correlation between the two variables which means that application of classroom visitation strategy by the principal lead to high teachers' effectiveness in public secondary schools in Anambra State.

Research Question Two: To what extent does teaching demonstration strategy correlate with teachers' effectiveness in public secondary schools in Anambra State?

Table 2: *Pearson (r) on the extent teaching demonstration strategy correlate with teachers' effectiveness in public secondary schools in Anambra State*

Sources of variation	N	Teaching demonstration strategy	Teachers' effectiveness	Decision
Teaching demonstration strategy	700	1	.750	positive relationship
Teachers' effectiveness	700	.750	1	

Table 2 shows that the Pearson's Correlation Coefficient, r was .750. This is an indication that there is a high positive correlation between teaching demonstration strategy and teachers' effectiveness in public secondary schools in Anambra State.

Research Question Three: To what extent does conference strategy correlate with teachers' effectiveness in public secondary schools Anambra State?

Table 2: *Pearson (r) on the extent conference strategy correlate with teachers' effectiveness in public secondary schools in Anambra State*

Sources of variation	N	Conference strategy	Teachers' effectiveness	Decision
Conference strategy	700	1	.820	positive relationship
Teachers' effectiveness	700	.820	1	

Table 3 reveals that the Pearson's Correlation Coefficient, r was .820. This is an indication that there is a very high positive correlation between conference strategy and teachers' effectiveness in public secondary schools in Anambra State.

Hypothesis One: There is no significant correlation between classroom visitation strategy and teachers' effectiveness in public secondary schools in Anambra State.

Table 4: *Summary of t-test for correlation between classroom visitation strategy and teachers' effectiveness in public secondary schools in Anambra State*

Variables	N	Classroom visitation strategy	Teachers' effectiveness	t-cal	t-crit	Remarks
Classroom visitation strategy	700	1	.680			
				24.028	1.960	
Teachers' effectiveness	700	.680	1			Significant

From table 4, the t-calculated value of 24.028 is greater than t-critical value of 1.960 at .05 level of significance and 668 degree of freedom. Thus, the null hypothesis is rejected which means that there is significant correlation between classroom visitation strategy and teachers' effectiveness in public secondary schools in Anambra State.

Hypothesis Two: There is no significant correlation between teaching demonstration strategy and teachers' effectiveness in public secondary schools in Anambra State.

Table 5: *Summary of t-test for correlation between teaching demonstration strategy and teachers' effectiveness in public secondary schools in Anambra State*

Variables	N	Teaching demonstration strategy	Teachers' effectiveness	t-cal	t-crit	Remarks
Teaching demonstration strategy	700	1	.750			Significant
				29.296	1.960	
Teachers' effectiveness	700	.750	1			

From table 5 above, the t-calculated value of 29.296 is greater than t-critical value of 1.960 at .05 level of significance and 668 degree of freedom. Thus, the null hypothesis is rejected which means that there is significant correlation between teaching demonstration strategy and teachers' effectiveness in public secondary schools in Anambra State.

Hypothesis Three: There is no significant correlation between conference strategy and teachers effectiveness in public secondary schools in Anambra State

Table 6: *Summary of t-test for correlation between conference strategy and teachers' effectiveness in public secondary schools in Anambra State*

Variables	N	Conference strategy	Teachers' effectiveness	t-cal	t-crit	Remarks
Conference strategy	700	1	.820			
				37.104	1.960	Significant
Teachers' effectiveness	700	.820	1			

From table 6, the t-calculated value of 37.104 is greater than t-critical value of 1.960 at .05 level of significance and 668 degree of freedom. Thus, the null hypothesis is rejected which means that there is significant correlation between conference strategy and teachers' effectiveness in public secondary schools in Anambra State.

Discussion of Findings

The result in Tables 1 and 4 of data analysis indicated that there is a high positive significant correlation between classroom visitation strategy and teachers' effectiveness in public secondary schools in Anambra State. This implies that principals' regular observation of teachers' instructional delivery in the classroom in terms of teacher personality, mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among others have positive relationship with teachers' effectiveness. This finding corroborate with the finding of Ubulom, Nnununke and Dambo (2016) who found significant relationship between supervisors' visitations to observe teaching/learning process as an aspect of supervisory strategies and teachers' effective instructional delivery in secondary schools in Etche Local Government Area, Rivers State.

The result in tables 2 and 5 indicated that there is high positive correlation between teaching demonstration strategy and teachers' effectiveness in public secondary schools in Anambra State. This finding conforms with the finding of Edo and David (2019) who examined influence of school supervision strategies on teachers' job performance in senior secondary schools in Rivers State and found that both teachers and principals perceived that classroom visitation and demonstration supervisory strategies contributed to a very high extent to teachers' job performance. This implies that principals' demonstration of a concept provides opportunity for teachers to discover new methods and ideas to be applied during instructional delivery in order to enhance their performance.

The results presented in Table 3 and 6 revealed that there is a very high positive significant correlation between conference strategy and teachers' effectiveness in public secondary schools in Anambra State. This finding is in line with that of Ogli, Kajo and Odeh (2019) who

investigated perceived influence of supervision strategies of principals on teachers' job performance in North Central Nigeria and found that classroom visitation and conferences have significant influence on teachers' job performance in secondary schools in North Central Nigeria.

Conclusion

Based on the findings of the study, it was concluded that principals' supervisory strategies of classroom visitation, teaching demonstration and conference have high positive significant relationship with teachers' effectiveness in public secondary schools. Therefore, secondary school principals should regularly supervise teachers to detect their areas of incompetence and provide all necessary professional guidance to enhance teachers effectiveness in terms of possession and display of in-depth knowledge of subject matters, 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, discipline, motivation and counselling of students among others. It was also concluded that the application of the rightful supervisory strategies by the principals will enhance teachers' effectiveness and invariably boost students' academic performance and achievement of educational goals and objectives.

Recommendations

The following recommendations were made based on the findings of the study:

1. Principals should intensify instructional supervision through regular classroom visitation and observation of teachers at least once every week as doing so will enhance teachers' effectiveness in public secondary schools in Anambra State.
2. Government should through Ministry of Education and Post Primary School Service Commission (PPSSC) train all the secondary school principals/supervisors to be conversant with the use of all supervisory strategies in the supervision of teachers in their various schools.
3. The school principals/supervisors should ensure that the supervisory strategies to be used for teachers' effectiveness should coincide with teachers' professional development.

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