



Research Paper

## Head Teacher Supervisory Indices and Teachers' Job Performance in UYO Local Government Area

Dr. Kingsley. E. NWACHUKWU, Dr Philip I Olota.

Dr Immaculata G umoh, Ndfreke O Jona  
&. Dr festus N Ikoh

Department of Early Childhood and Special Education  
Faculty of Education  
University of Uyo, Uyo

### Abstract

The study investigated the relationship between head teacher supervisory indices and teachers' Job performance in Uyo Local Government Area. In order to achieve this purpose, three specific Objectives, three research questions and three null hypotheses were formulated and tested at 0.05 level of significance. The study adopted correlational survey research design. The population consisted of 129 public secondary school teachers in Uyo Local Government Area. The sample size for the study comprised 96 teachers in Uyo Local Government Area. Simple random sampling technique was used for the study. The researcher-developed questionnaire called, 'Supervisory Indices and Teachers' Job Performance Questionnaire (SITJPQ)' and a standardized Annual Performance Evaluation Report (APER) for teachers was obtained and both instruments were used for data collection for the study. The instrument (SITJPQ) was subjected to face validation by experts and reliability coefficient of .81 was obtained for the instrument using Split half Reliability Technique. Simple Regression Analysis was employed for analyzing the data obtained. The results showed that the extent of relationship of head teachers' class visitation technique and checking of lesson notes with regard to teachers' job performance is high whereas that of teachers' self-appraisal is moderate. The result further indicated that there was a significant relationship between head teachers' class visitation technique, checking of lesson notes, and teachers' self-appraisal and teachers' job performance. It was recommended that head teachers should carry out their supervisory role regularly in order to maintain a constant improved education system.

**Keywords:** Supervisory, Class visitation, Self-appraisal and Teachers' job performance

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### I. Introduction

Education is a major process in the maintenance of a society. Formal education however refers to the deliberate attempt by one or more persons to effect changes in the behavior of one or more persons by presenting certain experiences. It includes the idea of deliberate, systematic attempts to instill approved behavioral patterns (knowledge, skills, habits, sensitive's attitudes and values) and to inhibit disapproved ones. However, in recent times in Nigeria there has been much talk about the falling standard of education. This assumption about the fallen standard of education is based on indices of evaluation drawn from the status of education in developed countries (Sule, 2013). Secondly, in a situation where the goals of education are hardly met, education is then graded as falling. The most common being the act that graduates of primary schools in the sixties would read and write effectively. In recent times products of primary schools display lack of reading and writing skills. However to keep the standard high, it is important that the teacher who is the head teacher and an indispensable significant factor for motivating and imparting knowledge to the learners at each level of education must be encouraged through supervision to perform his duty. Also the extent to which teachers achieve the important role of imparting knowledge is contingent on their effective job performance.

Teachers' job performance involves all the activities carried out by the teacher to achieve the desired effects on students. It involves the extent to which the teacher participates in the overall running of the school,

in order to achieve the expected objective and goals of the school. In other words, performance is the accomplishment of school goals. However, Okoye (2013) has observed professional laxity on the part of teachers. To him, many teachers are merely staying on the job to look for better jobs outside. He complained that the constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and indiscipline constitute a big problem to the attainment of educational goals in primary schools. Accordingly, Rotich (2014) has called attention to the state of affairs in our primary schools where he averred that a totally unwholesome and non-professional behaviour of teacher such as absenteeism, lateness, trading and the general low level of commitment to duty; appear to be indices of lack of supervision in school administration. Given this scenario in the school, it is the duty of the head teacher to coordinate such activities through effective supervision, without which, effective teaching may not be accomplished easily.

Supervision of instruction has become very necessary in recent times because of the importance attached to education and the desire to improve the quality of education. According to Samoei (2014), supervision of instruction is a process or an activity by which an individual or a group or team of individuals, by means of advising and stimulating interest in teachers, pupils, help to improve teaching and learning situations in educational institutions. The head teacher as a supervisor provides professional guidance to teachers in order to improve their competencies for effective teaching process to enhance the learning and growth of the students. The school head teachers 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 head teacher can provide meaningful feedback and direction to teachers thus creating a profound effect in the learning that occurs in the classroom (Kothari, 2014).

Based on these, it has become vital that head teachers' supervisory indices be properly directed for effective and efficient job performance of teachers. This can only be possible through effective supervisory indices; Osakwe opined that, the responsibility of ensuring that effective teaching and learning take place and the extent to which instructional supervisors carry out their duties is by employing various indices to enhance teacher's job performance. Accordingly, Nakpodia (2010) has outlined many strategies available for supervisors to help teachers improve on the job; and also to facilitate effective instruction in schools. Some of the strategies include self-appraisal method, micro-teaching, classroom visitation, checking of lesson notes, workshop/seminar, demonstration method among others.

These methods provide feedback to the teacher on the various learning outcomes of the educational system and also aid realization of the goals of teaching and learning. Teachers in primary schools in Uyo Local Government Area are expected to prepare lesson notes, teach students, and evaluate students' performance during and at the end of the term. The extent to which teachers carry out these functions depends on how effective their head teachers are performing their instructional supervisory roles. Such roles include checking on; teachers' lesson notes, scheme of work, students' attendance register, lesson delivery observation and others.

Supervision is a management tool for primary school head teachers. Supervision facilitates teachers' improvement in instructional practices. Supervision emerged slowly as a distinct practice always in relation to the institutional academics. With quality and relevant instruction of students, the academic achievement of students is assured. By the supervision offered by the head teachers, teachers are stimulated, supported and motivated to instruct the students well. Head teachers are the main actors in ensuring that teachers carry out their instruction towards the achievement of school's goals. Head teachers carry out supervision by providing instructional materials, providing continued development of teachers and monitoring of students' academic progress (Ijaduola, 2010). They also set academic standards of their schools. The improvement of school through supervision has been a concern for educational researchers.

Job performance is a commonly used, yet poorly defined concept. It is the branch of psychology that deals with the workplace. It most commonly refers to whether a person performs his job well. Performance is an extremely important criterion that relates to organizational outcomes and success. Gall, Gall and Borg (2017) describe job performance as an individual level variable. That is, performance is something a single person does. Campbell defines performance as behaviour. It is something done by the employee. Performance is different from outcomes. Outcomes are the result of an individual's performance, but they are the result of other influences.

According to Campbell (2011), performance does not have to be directly observable actions of an individual. It can consist of mental productions such as answers or decisions. However, performance needs to be under the individual's control regardless of whether the performance of interest is mental or behavioural. The key feature of job performance is that it has to be goal relevant. Performance must be directed towards organizational goals that are relevant to the job performance standard. Campbell (2011) proposed an eight factor model of performance based on factor analytic research that attempt to capture dimensions of job performance. They are; (1) Task specific behaviours which include those behaviour that an individual undertakes as part of a

job. (2) Non-task behaviours are behaviours which an individual is required to undertake which do not pertain only to a particular job. (3) Written and oral communication tasks refer to activities where the incumbent is evaluated not on the content of message necessarily but on the adeptness with which they deliver the communication. (4) An individual's performance can also be assessed in terms of efforts either day to day, or when there are extraordinary circumstances. This factor reflects the degree to which people commit themselves to job task. (5) The performance domain might also include an aspect of personal discipline where by individuals would be expected to be in good standing with the law. (6) In Job where people work closely or are highly interdependent. Performance may include acting as a good role model, coaching, giving advice or helping maintain group goals. (7) Many Jobs also have a supervisory or leadership component like teaching. The individual will be relied upon to undertake many of the things delineated under the previous factor and in addition will be responsible for meeting out rewards and punishments. This aspect of performance happens in a face to face manner. (8) Managerial and administrative performance entails those aspects of a job which serves the group or organization but do not involve direct supervision.

Head teachers' classroom visitation refers to process by which the head teachers as a supervisor visit the classroom to observe the teacher and students in action. According to Okoye (2013) classroom visitation is the procedure by which the educational leader who processes wisdom can be of great assistance in aiding the teacher to improve both his instructional indices and learning process of the student. The main purpose of the head teachers' classroom visitation according to the definition is for the improvement of the teaching/learning process. To successfully carry out the classroom visitation, however, the visit has to be planned. Teachers are always fearful and scared of supervision and as such do not take it in good faith. Since supervisors are inevitable, it behoves the supervisor to plan his visitation together with the teachers' fear and anxiety. To carry out a successful and harmonious visitation, Igwe, (2012) advocated the following strategies.

- Existence of good report between teachers and supervisor. So that the latter would not be seen as enemy.
- The supervisor should carefully prepare the visit and should enter classroom as unobtrusively as possible.
- A conference should precede and follow the visit.
- The supervisor should concentrate on the total learning situation, students-teacher behaviour and the attitude of the students.
- Visitation should be the approval of the teacher.
- The supervisor should attempt to discover strong points in the learning situation, discuss the past during conference and give credit where it is due.

The supervisors should never openly show disapproval of what happen in the classroom, rather, should make complimentary remarks before leaving the classroom. The implication according to him was that a pre-visit conference which might be instrumental in dispelling teacher comprehension of the forthcoming visit and could provide the head teacher with teachers' intentions should be convened so that both could share a framework of meaning and understanding of the teachers' reasoning, 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 classroom the lesson so that he may later analyze it with the teacher. Gaziel (2017) 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 perceived ineffectiveness of teachers in the performance of their duties in primary schools in the country could be attributed to several factors. This study however restricted to the supervisory technique of head teachers as a potent factor in teachers' job performance. According to Olowoyeye. and Alonge (2014), if teachers are not well supervised, effectiveness in instruction will be adversely affected and the instructional purposes may not be well realized. This may also lead to low quality of instruction and invariably, teachers' lack of commitment to their job which results to their ineffectiveness in schools. Nebo (2012) posited that for teachers to perform their teaching duties effectively, the head teachers must always check their lesson notes to ascertain whether the content was effectively covered in the lesson notes. He maintained that if head teachers supervised teachers' lesson note regularly, it would enhance teachers' performance in the classrooms. The development of a lesson note serves as a road map to effective teaching. Lesson note helps the teacher to have focus during teaching and that anyone who taught without lesson note would be handicapped in the teaching-learning environment. Teachers were therefore expected to take adequate care when writing their lesson notes while the unit heads, who were their immediate supervisors, needed to be concurrent in checking their lesson notes to make them more responsible to their duties.

Self-appraisal is a formal system of review and evaluation of a teacher or team task performance. A critical point in the definition is the word formal, because in actuality, teachers should be reviewing their performance on a continual basis. Self-appraisal is especially critical to the success of instructional delivery.

Although self-appraisal is but one component of performance management, it is vital, in that it directly reflects the school's strategic plan. The focus of self-appraisal in most firms remains on the individual teacher. Regardless of the emphasis, an effective appraisal system evaluates accomplishments and initiates plans for development, goals, and objectives.

Self-assessment is fundamental to reflective practice that informs on-going professional growth. The Teacher Performance Appraisal is based on seven performance standards of teaching: knowledge of students; knowledge of content and planning; instructional delivery; safe, effective learning environment; communication and collaboration; professionalism; and assessment of learning and student academic progress (Bascal, 2019). Each of the standards includes sample performance indicators for high-quality teaching and learning. Recognizing that teachers vary in their professional expertise based on training and professional experience, teacher performance is assessed on a continuum. Teachers working meet the expectations for acceptable performance. Teachers performing below level enter into a performance improvement procedure

Sar (2013) describes self-appraisal as the process of evaluating work behaviours by measurement and comparison to previously established standards, recording the results, and communicating them back to the teacher. It is an acclivity between a Head teacher and the teacher. Self-appraisal is therefore the assessment of performance of a teacher by the individual teacher in relation to the objectives, activities, outputs, and targets of a job over a given period of time (Arthstrong, 2016). Self-appraisal is a powerful tool for performance management. Nakpodia (2010) asserted that self-appraisal helps in evaluating how a teacher succeeds in his present job and this is important for estimating how well he or she will perform in the future. This therefore helps in determining the strengths or weaknesses of the individual teacher to increase productivity. Self-appraisal serves many purposes, and improved results and efficiency are increasingly critical in today's globally competitive schools (Kimberly, 2012). Therefore, abandoning the only program with performance and teachers as its focus would seem to be an ill-advised overreaction. On top of these considerations, head teachers must be concerned about his teacher's performance. Developing an effective self-appraisal system has been and will continue to be a high priority for schools.

### **Statement of the Problem**

The ability of teachers to render co-operative effort willingly determines the extent to which primary schools will achieve their goals and objectives. This is so because, it is the teacher on whose shoulder lay the actual work of pedagogy and the attainment of educational results. However, some teachers cannot perform their job creditably without being effectively supervised to ascertain whether their performance meet the required standard. It is observed, in the study area that there is laxity on the part of teachers in their professional role performance. Many teachers are merely staying on the job to look for better jobs outside. The constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and other forms of indiscipline constitute a big problem to the attainment of educational goals in primary schools. It is in view of this that this study is being carried out to establish if there is any relationship between supervisory indices of head teacher' such as Class visitation, checking of lesson notes, and self-appraisal technique and teachers' job performance.

### **Purpose of the study**

The main purpose of the study was to determine the relationship between Supervisory Indices of Head teachers' and Teachers' Job Performance in Primary Schools in Uyo Local Government Area of Akwa Ibom State. Specifically, the study sought to:

1. Determine the relationship between head teachers' use of class visitation technique and teachers' job performance.
2. Determine the relationship between head teacher supervisory practice of checking lesson notes and teachers job performance.
3. Determine the relationship between head teacher's use of self-appraisal technique and teacher's job performance.

### **Research Questions**

The following research questions guided the study:

1. To what extent does head teachers' use of class visitation technique relate to teachers' job performance?
2. To what extent does head teacher's supervisory practice of checking lesson note relate to teachers job performance?
3. To what extent does the use of teachers' self-appraisal technique relate to teachers' job performance?

### Null Hypotheses

The following null hypotheses were formulated to guide the study:

1. There is no significant relationship between head teachers' class visitation technique and teachers' job performance.
2. There is no significant relationship between head teacher supervisory practice of checking lesson notes and teachers' job performance.
3. There is no significant relationship between the use of teachers' self-appraisal technique and teachers' job performance.

### RESEARCH METHOD

This study adopted correlational survey research design. This design is deemed appropriate for this study due to its ability to elicit a wide range of baseline information. It also ensures rapid data collection with minimal expenditure of efforts, time and money. Correlational studies may often result in the formulation of important principles of knowledge and solution of significant problems. The study was conducted in Uyo Local Government Area. The population of the study consisted of all 129 public primary school teachers in Uyo Local Government Area. The study used teachers of primary schools in Uyo Local Government Area of 2022/2023 school session. (Source: Department of Planning, Research and Statistics (PRS) Akwa Ibom State Universal Basic Education, 2022). The sample size for the study comprised 96 primary school teachers in Uyo Local Government Area. Simple random sampling technique was used in selecting the respondents. Ten public primary schools were selected for the study. Yaro Yamane Formula was used in determining the sample size. The researcher developed questionnaire called, "Supervisory Indices and Teachers' Job Performance Questionnaire (SITJPQ)" and a standardized 'Annual Performance and Evaluation Report (APER)' were used for data collection for the study. The questionnaire was sub-divided into two sections, A and B. Section A requested for teachers' personal data. Section B was designed to elicit information from the respondents on classroom visitation, supervisory practice of checking of lesson notes, and self-appraisal. The instrument was scored as follows: Very High Extent (VHE) – 5, High Extent (HE) – 4, Undecided (U) – 3, Low Extent (LE) – 2, Very Low Extent (VLE) – 1. The (APER) was also administered to the same set of respondents after which scores were awarded by their head teachers. Simple Regression Analysis was used answer research questions and to test the null hypothesis at .05 level of significance.

## II. Results

### Research Question 1

To what extent does head teachers' use of class visitation technique relate to teachers' job performance?

**Table 1:** Simple linear regression analysis for the relationship between head teachers' use of class visitation technique and teachers' job performance

Variables	R	R Square	Adjusted r square	Standard Error
Use of Class Visitation	0.801	0.641	0.410	1.623
Teachers' Job Performance				

Result in Table 1 reveals the strength of relationship between head teachers' use of class visitation technique and teachers' job performance. The R coefficient (0.801) is the linear correlation with a high value, which indicates a strong and positive relationship. The R<sup>2</sup> correlation coefficient of (0.641) shows that 64% variation in teachers' job performance is explained by head teachers' use of class visitation technique

### Research Question 2

To what extent does head teachers' supervisory practice of checking lesson notes relate to teachers' job performance?

**Table 2:** Simple linear regression analysis for the relationship between checking lesson notes and teachers' job performance

Variables	R	R Square	Adjusted r square	Standard Error
Checking Lesson Notes	0.798	0.636	0.409	1.144
Teachers' Job Performance				

Result in Table 2 reveals the strength of relationship between head teachers' supervisory practice of checking lesson notes and teachers' job performance. The R. coefficient (0.798) is the linear correlation with a high value, which indicates a strong and positive relationship. The R<sup>2</sup> correlation coefficient of (0.636) shows that 63.6% variation in teachers' job performance is explained by head teachers' supervisory practice of checking lesson notes.

**Research Question 3**

To what extent does the use of teachers' self-appraisal technique relate to teachers' job performance?

**Table 3:** Simple linear regression analysis for the relationship between teachers' self-appraisal technique and teachers' job performance

Variables	R	R Square	Adjusted r square	Standard Error
Self-Appraisal Technique	0.188	0.035	0.065	15.02528
Teachers' Job Performance				

Result in Table 3 reveals the strength of relationship between teachers' self-appraisal technique and teachers' job performance. The R. coefficient (0.188) is the linear correlation with a low value, which indicates a weak but positive relationship. The R<sup>2</sup> correlation coefficient of (0.0035) shows that 0.35% variation in teachers' job performance is explained by teachers' self-appraisal technique.

**Null Hypothesis 1**

There is no significant relationship between head teachers' class visitation technique and teachers' job performance?

**Table 4: Result of regressing head teachers' class visitation technique and teachers' job performance**

Source of Variation	Sum of Squares	Df	Mean Square	F-cal	F-crit	Decision at p<0.5
Regression	304.573	1	304.573	4.716	3.86	*
Residual	31834.025	97	64.572			
Total	32138.598	98				

\* = significant at p<.05

In Table 4, it is shown that the calculated F-value of 4.72 is greater than the critical F-value of 3.86 at 0.5 alpha level with 1 and 326 degrees of freedom. The result is significant, therefore the null hypothesis which states that there is no significant relationship between Head teachers' class visitation technique and teachers' job performance is rejected. The result means that Head Teachers' class visitation technique is accounted for by teachers' job performance.

**Null Hypothesis 2**

There is no significant relationship between head teachers' supervisory practice of checking lesson notes and teachers' job performance?

**Table 5: Result of regressing checking lesson notes and teachers' job performance**

Source of Variation	Sum of Squares	Df	Mean Square	F-cal	F-crit	Decision at p<0.5
Regression	612.628	1	612.628	9.61	3.86	*
Residual	31425.970	97	63.744			
Total	32038.598	98				

\* = significant at p<.05

In Table 5, it is shown that the calculated F-value of 9.61 is greater than the critical F-value of 3.86 at 0.5 alpha level with 1 and 326 degrees of freedom. The result is significant, therefore the null hypothesis which states that there is no significant relationship between Head teachers' supervisory practice of checking lesson notes and teachers' job performance is rejected. The result means that Head Teachers' supervisory practice of checking lesson notes is accounted for by teachers' job performance.

### Null Hypothesis 3

There is no significant relationship between the use of teachers' self-appraisal technique and teachers' job performance?

**Table 6: Result of regressing teachers' self-appraisal technique and teachers' job performance**

Source of Variation	Sum of Squares	Df	Mean Square	F-cal	F-crit	Decision at p<0.5
Regression	2.570	1	2.570	4.01	3.86	*
Residual	44700.310	97	225.759			
Total	44702.880	98				

\* = significant at p<.05

In Table 6, it is shown that the calculated F-value of 4.01 is greater than the critical F-value of 3.94 at 0.5 alpha level with 1 and 326 degrees of freedom. The result is significant; therefore the null hypothesis which states that there is no significant relationship between teachers' self-appraisal technique and teachers' job performance is rejected. The result means that teachers' self-appraisal technique is accounted for by teachers' job performance.

### III. Discussion of Findings

The result on classroom visitation reveals that there is a significant relationship between head teachers' class visitation technique and teachers' job performance. The result in Table 5 implies that teachers' job performance is determined by head teachers' class visitation. This is a clear indication that head teachers' class visitation technique contributes to teachers' job performance. This finding is supported by a study conducted by Ekpoh and Eze (2015) which investigated the relationship between head teachers' supervisory indices and teachers' job performance in Ikom Education Zone of Cross River State, Nigeria. Results obtained revealed that a significant relationship exist between head teachers' supervisory indices in terms of classroom visitation, workshop indices and teachers' job performance. The relationship between teachers and students is an important area that the head teacher would pay attention to during classroom visitation for improvement of teachers' job performance. Besides this, using classroom visitation technique for the enhancement of teachers' job performance demands more time from head teachers.

The result on supervisory Practice of checking of lesson notes reveals that there is a significant relationship between head teachers' supervisory practice of checking lesson notes and teachers' job performance. The result in Table 7 reveals that when a head teacher checks the teachers' lesson notes, the teachers' job performance is improved. Rotich (2014) stated that a lesson note helped the teacher to have focus during teaching and that anyone who taught without lesson note would be handicapped in the teaching-learning environment. This finding is in line with the work of Olowoyeye and Alonge (2014) which stated that for teachers to perform their teaching duties effectively, the head teachers must always check their lesson notes to ascertain whether the content was effectively covered in the lesson notes. He maintained that if head teachers supervised teachers' lesson note regularly, it would enhance teachers' performance in the classrooms. The development of a lesson note, however, serves as a road map to effective teaching.

The result on self-appraisal reveals that there is a significant relationship between the use of teachers' self-appraisal technique and teachers' job performance. Although self-appraisal is but one component of performance management, it is vital, in that it directly reflects the school's strategic plan. The focus of self-appraisal in most firms remains on the individual teacher. The work of Nakpodia (2010) (1998) concurs with this finding. Self-appraisal helps in evaluating how a teacher succeeds in his present job and this is important for estimating how well he or she will perform in the future. This therefore helps in determining the strengths or weaknesses of the individual teacher to increase productivity.

### IV. Conclusion

Based on the findings of the study, it was concluded that there is a significant relationship between head teachers' class visitation technique and teachers' job performance. Also, there is a significant relationship between head teachers' supervisory practice of checking lesson notes and teachers job performance. Furthermore, there is a significant relationship between the use of teachers' self-appraisal technique and teachers' job performance

### V. Recommendations

1. School head teachers should adopt the best approach in carrying out their supervisory role so that there will compliance by the teachers.
2. Ministry of Education should provide needed facilities in schools in order to achieve educational goals.

3. Teachers should be willing to work and should always be determined to record successes in their teaching responsibility.
4. Head teachers should carry out their supervisory role regularly in order to maintain a constant improved education system.

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