

**PRINCIPAL'S SUPERVISORY TECHNIQUES AND TEACHERS JOB
PERFORMANCE IN OVIA NORTH EAST LGA, EDO STATE**

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BENIN CITY, EDO STATE**

JANUARY, 2025

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
MANAGEMENT IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE AWARD OF THE BACHELOR OF EDUCATION B.SC (Ed) HONOURS
DEGREE IN ECONOMICS EDUCATION, UNIVERSITY OF BENIN, BENIN
CITY, NIGERIA**

JANUARY, 2025

CERTIFICATION

We the undersigned names hereby Certify that this project work was carried out by **Precious Obehi EHIAGWUNA**, with the matriculation Number **EDU2001720**, in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, EDO State, Nigeria. In partial fulfillment of the requirements for the award of a Bachelor of Science B. Sc (Ed) honours in Educational Mangement.

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DEDICATION

This project is dedicated to God Almighty who saw me through the years in University of Benin and for giving me the strength and grace to finish well.

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to everyone who has supported me throughout the completion of this project. Most importantly, I appreciate God Almighty for his sincere protection, providence and preservation all through the programme. Without him, this project work would not be a success. All thanks and adoration be ascribed to him in Jesus name, Amen.

My genuine appreciation goes to my project supervisor, Dr. (Mrs) M. E. Imarhiagbe for her guidance, expertise and unwavering encouragement, contributory and constructive supervision of this work. Earnestly, I pray that you shall live long to reap the fruit of your humane endeavors. My assuming and indefinable Head remain blessed. In the same vein, I am grateful to the Faculty of Education and the department of Educational Management at the University of Benin for providing me with the resources and opportunities necessary to undertake this project. The Faculty and staff have been instrumental in supporting my academic and professional development.

I would like to express my heartfelt gratitude to my parents Mr. and Mrs. Tesma Osagie Ehiaguina whose unwavering support and encouragement brought me this far. Others who stood strong behind this monumental success include not limited to My Uncles MR Andrew Ehiaguina and Mr Yakubu Ibrahim for your contribution in one way or the other to make this work a success. Your love and belief in me have been a constant source of motivation and inspiration.

My special gratitude goes to Mrs Esther Ojeabulu, Mrs Taiwo Mabifa and Mr Israel Innocent for their encouragement and support during my study.

My profound gratitude goes to my course mates and friend's thanks for always supporting me, most especially Miss peace and Promise, Mr. Basit mabifa, Miss Ruyakat Mabifa and those not mentioned I say a big thank you for your support. Thank you all, for your contributions to the success of my academic pursuit.

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ABSTRACT

This study examined the relationship between principals' supervisory techniques and teachers' job performance in public senior secondary schools in Ovia North East Local Government Area, Edo State, four research question were guide the study.

The study adopted a descriptive survey design with 55 teachers and 5 principals as participants from the study population. Two research instruments were formulated for data collection; the first was the indices of principal supervisory technique (PST) and the second was the Indices of Teacher's Job Performance (TJP). The research instrument was validated by the researcher's supervisor. Data were collected using questionnaires and analyzed using percentages, regression, and Pearson correlation.

The findings revealed that principals' supervisory techniques, including instructional, clinical, developmental, collaborative, and summative supervision, significantly and positively influenced teachers' job performance. Teachers reported improved instructional competence, classroom management, lesson preparation, student assessment, and communication skills due to these supervisory practices. Regression analysis demonstrated a statistically significant relationship between supervisory techniques and teachers' performance, while Pearson correlation revealed no significant differences based on principals' years of experience or gender. The study highlights the importance of effective supervisory practices in fostering teacher development and achieving educational goals. Recommendations include continuous training for principals, fostering collaboration, and regular performance evaluations. This research underscores the critical role of supervision in enhancing teaching quality and improving educational outcomes.

CHAPTER ONE

INTRODUCTION

Background to the Study

The role of supervision in enhancing the quality of education has been a topic of growing interest in recent years. Supervisory practices in schools are pivotal in ensuring that teaching standards are maintained and that teachers are supported in their professional development. Effective supervision can foster a positive working environment, which directly influences teachers' job performance, thereby impacting student outcomes. In the context of secondary schools, the principal plays a crucial role in this process, acting as both a leader and a supervisor. Research suggests that the effectiveness of a principal's supervisory techniques is central to improving the teaching and learning process. Principals who provide constructive feedback, offer professional development opportunities, and create a collaborative work environment are often able to enhance teacher performance.

Supervision in education entails a range of activities, including classroom observations, mentoring, feedback provision, and facilitating professional growth among teachers. Principals, as instructional leaders, are responsible for ensuring that these activities are effectively carried out. The success of these techniques hinges on the principal's ability to foster trust and maintain open communication with teachers. According to Awuor, Wanjala, and Mwebi (2019), supervisory approaches that are

supportive rather than authoritarian tend to result in higher teacher satisfaction and performance. This is because supportive supervision provides teachers with the necessary guidance while also allowing them to maintain autonomy in their instructional practices.

In school administration, principals employ various supervisory techniques to enhance teacher performance and ensure school effectiveness; such as instructional, clinical, developmental, collaborative and summative supervision. Instructional supervision is where the principal takes an active role in monitoring and improving the quality of teaching. This involves classroom observations, giving feedback, and follow-up sessions to ensure that recommended improvements are implemented. Instructional supervision focuses on helping teachers refine their instructional methods, improve student engagement, and meet curriculum goals (Wanzare, 2015). The emphasis is on a continuous cycle of observation, feedback, and professional development to enhance teaching practices.

Another widely used technique is clinical supervision, which involves a more structured process. This technique includes pre-observation conferences to set goals, classroom observations, and post-observation feedback sessions. The pre-observation meeting allows the principal and teacher to establish clear objectives for the observation, which makes the process more focused. After the observation, the principal engages the teacher in reflective discussions to review what occurred during the lesson, highlight strengths, and address areas that need improvement (Adeniji, 2016). Clinical supervision

is personalized, offering a more detailed evaluation that targets specific aspects of a teacher's performance.

Developmental supervision is a technique that aims at fostering teachers' long-term professional growth by adapting the supervision approach based on the teacher's experience and needs. It is flexible, as principals may offer more intensive support to inexperienced teachers while giving greater autonomy to more experienced staff members. The goal of this technique is to support continuous professional development by providing mentorship, coaching, and resources tailored to individual teachers' growth trajectories (Okorji & Ogbozor, 2017). Developmental supervision fosters a growth mindset, encouraging teachers to strive for ongoing improvement in their instructional practices.

Another important approach is collaborative supervision, where principals foster teamwork and shared decision-making among teachers. This technique promotes a culture of mutual respect and cooperation. In collaborative supervision, the principal works closely with teachers in a collegial atmosphere to discuss challenges and co-create solutions to improve instructional quality. Teachers are actively involved in decision-making processes and in setting educational goals, which enhances their sense of ownership and motivation (Uko, 2015). Collaborative supervision strengthens professional relationships within the school and can lead to higher teacher satisfaction and performance.

Summative supervision is often used for evaluation purposes, typically at the end of a school term or academic year. It involves assessing teachers' overall performance based on established criteria, such as student outcomes, lesson planning, and classroom management. This technique is more formal and often used for performance appraisals, which can inform decisions about promotions, rewards, or professional development needs. Although it focuses primarily on evaluation rather than professional growth, summative supervision is critical for maintaining accountability and ensuring that teaching standards are upheld (Ijaiya, 2018). However, its success depends on the fairness and clarity of the evaluation criteria, as well as the provision of constructive feedback for future improvement.

These supervisory techniques; instructional, clinical, developmental, collaborative, and summative; offer diverse strategies for principals to enhance teachers' job performance. Each technique has its strengths and is suited to different contexts and teacher needs. The choice of technique often depends on the principal's leadership style, the experience level of the teachers, and the specific challenges faced by the school.

In Ovia North East Local Government Area (LGA) of Edo State, like many other parts of Nigeria, the education system faces several challenges that can affect the performance of teachers. Issues such as inadequate infrastructure, lack of professional development opportunities, and insufficient resources are common problems that undermine the quality of education (Ogonor & Okhumode, 2017). Despite these

challenges, the role of the principal in supervising teachers remains critical in ensuring that educational objectives are met. Principals in this area are often tasked with navigating these obstacles while still ensuring that teachers perform at their best. A study by Omoregie and Igbinoba (2019) emphasized the importance of school leadership in mitigating these challenges, highlighting that principals who employ innovative supervisory techniques are better able to improve teacher performance and student achievement.

Teacher job performance refers to the effectiveness with which teachers execute their duties, contributing to student learning and school success. Key indices of teacher performance include teaching effectiveness, student outcomes, classroom management, professional development, and interpersonal. These indices collectively reflect a teacher's capacity to create a productive learning environment and foster positive educational outcomes. Teacher job performance is influenced by various factors, including the nature of the supervision they receive. When principals engage in active and frequent supervision, offering personalized feedback and professional development opportunities, teachers are more likely to feel motivated and supported.

Despite the clear benefits of effective supervision, the implementation of supervisory practices can be challenging, particularly in resource-constrained environments like Ovia North East LGA. Many principals in the area lack access to adequate training and resources to effectively carry out their supervisory duties. As a

result, some teachers may not receive the level of support they need to improve their instructional practices. Nevertheless, studies show that even in challenging environments, principals who are proactive and resourceful can still positively influence teacher performance. Uko, Umosen, and Uko (2015) note that principals who engage in regular classroom visits, provide mentorship, and encourage continuous professional development are often able to foster improved teaching quality, despite external constraints.

The connection between principal supervisory techniques and teacher performance in Ovia North East LGA is an area that warrants further investigation, particularly given the educational challenges in the area. The present study seeks to explore this relationship, examining how different supervisory techniques employed by principals impact the job performance of teachers in the LGA. By identifying effective supervisory strategies, this study aims to provide insights that can inform educational policy and practice, with the ultimate goal of improving teaching and learning outcomes in the area.

Statement of the Problem

The effectiveness of principals' supervisory techniques in improving teachers' job performance has been a topic of concern in educational management, particularly in developing areas like Ovia North East Local Government Area (LGA) of Edo State, Nigeria. Many schools in this area face challenges such as inadequate infrastructure, lack of professional development opportunities, and poor administrative support, which

directly affect teachers' performance and student outcomes (Omoregie & Igbinoba, 2019). Despite the crucial role of supervision in enhancing teaching practices, there is evidence that many principals either lack the necessary training or do not employ effective supervisory techniques, leading to teacher's underperformance (Ogunu, 2015).

Principals are expected to act as instructional leaders, guiding and supporting teachers through consistent supervision, feedback, and development opportunities. However, research shows that in many Nigerian schools, the supervision provided is often inadequate, either due to the principals' overburdened schedules or a lack of emphasis on instructional leadership (Ijaiya, 2018). As a result, teachers may feel unsupported, leading to decreased motivation and effectiveness in the classroom.

The problem lies in the disconnect between the supervisory roles of principals and the actual impact on teachers' performance. While various supervisory techniques such as instructional, clinical, and collaborative supervision have been proven to enhance teacher performance when implemented properly (Adeniji, 2016), the extent to which these techniques are utilized in Ovia North East LGA is unclear. This gap in understanding raises the need for a closer examination of the types of supervisory techniques employed by principals and their effectiveness in improving teachers' job performance in the area.

The problem of this study therefore is to investigate the relationship between principal supervisory techniques and teacher's job performances in public senior secondary schools in Ovia North East Local government area of Edo state.

Research Questions

To guide this study, the following research questions were raised;

1. To what extent do the supervisory techniques employed by principals enhance teachers job performance in public senior secondary schools in Ovia North East LGA of Edo State?
2. What is the level of teachers' job performance in public senior secondary school in Ovia North East LGA of Edo State?
3. What is the relationship between principals' supervisory techniques and teachers' job performance in public senior secondary schools in Ovia North East LGA of Edo State?
4. Is there a difference in the relationship between principals' supervisory techniques and teachers' job performance based on principals' experience and gender in public senior secondary schools in Ovia North East LGA of Edo State?

Research Hypothesis

Research Question 3 and 4 will be hypothesized and tested at 5% significant level. Hence the Null hypothesis states thus;

H₀₁ – There is no difference in the relationship between principals' supervisory techniques and teachers' job performance in public senior secondary schools in Ovia North East LGA of Edo State based on principal's experience.

H₀₂ - There is no difference in the relationship between principals' supervisory techniques and teachers' job performance based on principals' gender in public senior secondary schools in Ovia North East LGA of Edo State

Research Objectives

This study investigated the relationship between principals' principals' supervisory techniques and teachers' job performance in public senior secondary school in Ovia North East LGA of Edo State

The specific objectives of the study were to:

1. Find out the extent to which the principals' principals' supervisory techniques enhance teachers' job performance in public senior secondary schools in Ovia North East LGA of Edo State.
2. determine the level of teachers' job performance in public senior secondary schools in Ovia North East LGA of Edo State.
3. Investigate the relationship between principals' supervisory techniques on teachers' job performance in public senior secondary school in Ovia North East LGA of Edo State.
4. Examine if there is a difference in the relationship between principals' supervisory techniques and teachers' job performance based on principals' experience and gender in public senior secondary schools in Ovia North East LGA of Edo State.

Significance of the Study

This study will be significant to school principals by providing insights into effective supervisory techniques that can enhance teachers' performance. By understanding which methods work best in their context, principals will be better equipped to foster a supportive environment, improving instructional quality and student outcomes.

Teachers will benefit from improved supervision practices that support their professional growth, leading to greater job satisfaction and enhanced teaching effectiveness.

For educational policymakers, the study will offer evidence-based recommendations that can inform policies and training programs aimed at improving supervisory practices in schools. This can contribute to higher educational standards across the area. Education administrators will gain valuable data on how supervision impacts teacher performance, helping them to develop better evaluation and monitoring systems.

Students, as the ultimate beneficiaries, will experience improved learning environments and better academic outcomes as a result of enhanced teacher performance. Lastly, researchers and scholars will find the study useful as a reference point for future

investigations into supervision and teacher performance, particularly in under-researched areas like Ovia North East LGA.

Overall, this study will contribute to educational development by improving the overall quality of teaching and learning in secondary schools.

Scope and Delimitation of the Study

The scope of this study is limited to investigating the impact of principals' supervisory techniques on teachers' job performance in public secondary schools within Ovia North East Local Government Area, Edo State. It focuses on supervisory practices such as instructional, clinical, developmental, collaborative, and summative supervision. It also focuses on teacher's job performance indices such as Instructional Competence, Classroom Management, Preparation of Lesson notes, Student's Assessment and Feedback, and Communication skills.

The study was delimited to all the public senior secondary schools in Ovia North East Local Government area of Edo state.

Definition of Terms

The following terms are operationally defined as used in this study;

Principal's Supervisory Techniques: These refer to the strategies and methods employed by school principals to oversee, guide, and evaluate teachers' instructional practices, with the aim of improving teaching quality and student learning outcomes. In

this study, it includes instructional, clinical, developmental, collaborative, and summative supervision.

Instructional Supervision: This refers to the principal's activities aimed at improving teaching practices through strategies such as classroom observations, constructive feedback, and one-on-one coaching sessions with teachers to enhance instructional delivery and student learning outcomes.

Clinical Supervision: This involves focused and systematic observations of classroom sessions by the principal, followed by collaborative discussions with teachers to assess teaching practices and develop actionable improvement plans tailored to individual teachers' needs.

Developmental Supervision: This denotes the principal's efforts to promote teachers' professional growth through mentorship, encouraging innovative teaching practices, and providing opportunities for skill development to address specific instructional challenges.

Collaborative Supervision: This supervision technique emphasizes teamwork, where the principal facilitates an open and supportive environment that encourages teachers to work together, exchange ideas, and collectively solve instructional challenges to improve teaching effectiveness.

Summative Supervision: This is the process where the principal conducts formal evaluations to assess teachers' adherence to instructional standards and provides feedback

through performance appraisals, aiming to identify areas for improvement and ensure accountability.

Teacher Job Performance: This term describes the effectiveness and efficiency with which teachers perform their instructional duties. In the study, it includes aspects such as Instructional Competence, Classroom Management, Preparation of Lesson notes, Student's Assessment and Feedback, and Communication skills.

Instructional Competence: This refers to a teacher's ability to deliver lessons effectively, employing appropriate teaching methods, strategies, and instructional materials to achieve learning objectives and enhance student understanding.

Classroom Management: This denotes a teacher's ability to maintain an organized, disciplined, and conducive learning environment by managing student behavior, resources, and time effectively.

Preparation of Lesson Notes: This involves a teacher's ability to create detailed and structured lesson plans that outline objectives, content, teaching strategies, and evaluation methods to guide effective classroom instruction.

Student's Assessment and Feedback: This refers to the processes by which a teacher evaluates students' learning progress using tests, assignments, or observations and provides constructive feedback to enhance understanding and academic performance.

Communication Skills: This represents a teacher's ability to convey information clearly and effectively, fostering understanding and engagement with students, parents, and colleagues within the educational setting.

Ovia North East LGA: The geographical area in Edo State, Nigeria, where the study is conducted. It refers specifically to public secondary schools within this Local Government Area.

Principal Experience: This refers to the years of experience a school principal has spent in a school. An experienced principal is one that have spent more than ten (10) years as a principal while the less experienced principal is one that have spent less than ten (10) years as a principal.

Principal Gender: This refers to a male or a female principal in a school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature on Principal Supervisory Techniques and Teacher's Job Performance in public senior secondary school in Edo state, under the following subheadings;

- Theoretical Framework
- Concept of Principal Supervisory Techniques
- Types of Principal Supervisory Techniques
- Concepts of Teacher's Job performances
- Indices of Teacher's Job performances
- Relationship between Principal Supervisory Techniques and Teacher's Job performances
- Principal supervisory Techniques and Teacher's Job performances based on principal years of experience
- Principal supervisory Techniques and Teacher's Job performances based on teacher's gender
- Summary of Reviewed Literature

Theoretical Framework

The study hinges on two theoretical frameworks;

- Instructional Leadership Theory: Propounded by Hallinger and Murphy (1985); for Principal Supervisory Technique.

- Goal-Setting Theory (Locke & Latham, 1990), will be used for Teachers Job Performance

Instructional Leadership Theory (Hallinger and Murphy 1985)

Instructional Leadership Theory was developed by Hallinger and Murphy in 1985. The theory emphasizes the critical role of school leaders, particularly principals, in driving instructional quality and improving student outcomes. It shifts the focus of leadership from administrative and managerial tasks to enhancing teaching and learning processes. According to Hallinger and Murphy, instructional leaders prioritize setting clear academic goals, monitoring and evaluating teaching practices, and creating a positive school environment conducive to learning (Hallinger & Murphy, 1985).

The theory is highly relevant to this study on principal supervisory techniques as it directly links leadership practices to teacher performance and student success. It identifies specific supervisory behaviors, such as classroom observation, feedback, and professional development, which are critical for enhancing instructional delivery. Instructional Leadership Theory also highlights the principal's role in fostering a collaborative school culture, where teachers are supported and guided toward achieving organizational goals. This relevance makes it a suitable framework for analyzing how principals implement supervisory techniques to improve teacher job performance.

The usefulness of Instructional Leadership Theory lies in its practical applications within the education system. By focusing on teaching and learning, the theory provides

actionable strategies for principals to influence teacher behavior and instructional practices positively. It also emphasizes the importance of aligning school resources and activities with academic priorities, ensuring that teachers have the necessary tools and support to succeed. Additionally, the theory underscores the role of feedback and accountability in promoting professional growth among teachers, which in turn improves their effectiveness in the classroom.

In the context of this study, Instructional Leadership Theory offers a comprehensive lens to examine how supervisory techniques can be used to enhance teacher performance. It highlights the dynamic relationship between leadership actions, teacher motivation, and student achievement, providing insights into best practices for school improvement. By applying this theory, the study can uncover strategies for optimizing principal supervision, ultimately contributing to the development of a robust education system in Edo State and beyond.

Goal-Setting Theory (Locke & Latham, 1990).

Goal-Setting Theory was developed by Edwin Locke and Gary Latham in 1990 to explain how specific and challenging goals can lead to higher performance in various contexts. According to Locke and Latham, goals influence an individual's behavior and performance by providing direction, enhancing motivation, and encouraging persistence. The theory posits that when people are committed to achieving clear and measurable objectives, they channel their efforts and resources more effectively. The key tenets of

the theory are specificity, challenge, commitment, feedback, and task complexity, which collectively shape the motivation and effectiveness of individuals in achieving set goals (Locke & Latham, 1990).

The usefulness of Goal-Setting Theory as a framework for this study lies in its ability to explain how establishing clear and achievable goals can enhance teachers' job performance. For teachers, well-defined goals such as improving student learning outcomes, mastering new teaching strategies, or managing classroom dynamics create a structured focus for their efforts. The feedback mechanism embedded in the theory is also critical, as it allows teachers to assess their progress and make necessary adjustments to their teaching practices. Principals can utilize this framework by collaboratively setting performance goals with teachers and providing constructive feedback to enhance their effectiveness.

The theory is also applicable to understanding the principal's role in fostering a goal-oriented school culture. By aligning teachers' objectives with school-wide goals, principals can ensure that all efforts contribute to the overall success of the institution. Moreover, challenging but attainable goals inspire teachers to push their boundaries and explore innovative methods of instruction, ultimately leading to professional growth and better student outcomes.

Goal-Setting Theory is highly practical, providing actionable strategies for improving teacher performance and enhancing school management. It aligns with modern

educational practices that emphasize accountability, continuous improvement, and collaborative goal-setting. Its emphasis on motivation through clear objectives and feedback makes it a robust framework for exploring how leadership influences teachers' job performance.

Concept of Principal Supervisory Techniques

The concept of principal supervisory techniques is central to understanding the mechanisms through which school leaders influence and enhance teacher performance and student achievement. In the context of educational management, principal supervisory techniques encompass the strategies, practices, and approaches used by school principals to oversee and guide teachers' instructional practices. The objective of these techniques is to support teachers in delivering high-quality education, ensuring adherence to curricular standards, and fostering continuous professional growth (Adeniji, 2016). Effective supervisory techniques are not limited to mere observation or evaluation but involve a comprehensive approach to instructional leadership. Principals are tasked with establishing a constructive relationship with teachers, identifying areas for professional development, providing timely feedback, and facilitating resources that support instructional improvement (Akinbode & Okafor, 2017).

Principal supervisory technique is rooted in the theory that strong instructional leadership directly correlates with improved teaching quality and, consequently, with better student learning outcomes. Supervision in schools is therefore not simply a

managerial task; it is an ongoing, developmental process that requires principals to work closely with teachers to identify instructional gaps, address challenges, and promote effective teaching strategies. Research indicates that in schools where principals actively engage in effective supervisory practices, there is a noticeable improvement in both teacher motivation and student performance (Ajayi, 2017). Principals, through their supervisory roles, act as instructional leaders who ensure that teaching standards are maintained and that teachers are equipped with the knowledge and skills necessary to meet diverse student needs.

Understanding principal supervisory techniques is critical for the development of the education system because effective supervision lays the foundation for sustained teacher improvement and student success. In an era where educational quality is directly linked to national development goals, the role of principals as supervisors has become increasingly significant. As leaders in the educational system, principals are responsible for creating environments that promote continuous learning and professional growth among teachers. This role is particularly important in developing countries, where many schools face challenges related to resource limitations, large class sizes, and disparities in teacher training (Ogunu, 2015). Through the use of supervisory techniques, principals can provide much-needed support and mentorship, addressing issues such as instructional inefficiencies and curriculum alignment, which ultimately contribute to improved learning environments and academic outcomes (Okorji & Ogbozor, 2017).

The effectiveness of supervisory techniques depends on a principal's ability to adapt to the individual needs of teachers and the specific goals of the school. This requires a deep understanding of pedagogy, interpersonal skills, and a commitment to continuous professional development. Supervisory techniques are not simply evaluative; they are developmental and motivational, fostering a climate of accountability and collaboration within the school. Research has shown that teachers who receive constructive feedback and support from their principals are more likely to feel valued and motivated, which translates into higher levels of job satisfaction and a stronger commitment to their work (Ezeani, 2018). Therefore, understanding and implementing effective supervisory techniques is essential in creating a supportive teaching environment where teachers can thrive and students can benefit from improved instruction.

Moreover, principal supervisory techniques play a critical role in teacher retention, as supportive supervision can help to reduce the high turnover rates often seen in challenging educational settings. Principals who engage in meaningful supervisory practices create a positive school culture where teachers feel supported and valued, reducing burnout and increasing teacher retention (Nwachukwu, 2020). In addition, effective supervision aligns with broader educational policies that emphasize accountability and standards, reinforcing a culture of continuous improvement that is essential for schools striving to meet performance benchmarks and accreditation requirements.

In the broader context of educational reform, understanding principal supervisory techniques also provides insights into how schools can implement change effectively. Educational reforms often introduce new teaching practices, assessment methods, and curricular adjustments. Principals who are skilled in supervisory techniques are better equipped to support teachers in adapting to these changes, ensuring that reforms are implemented smoothly and effectively. Studies indicate that when principals use supervisory techniques to provide teachers with structured support during times of change, teachers are more likely to embrace new practices and integrate them successfully into their instruction (Uko, 2015).

The concept of principal supervisory techniques is a fundamental component of effective school leadership and educational improvement. Principals who employ these techniques create environments that foster professional growth, improve teaching quality, and enhance student outcomes. This concept is vital for the development of the educational system, as it addresses the ongoing need for instructional improvement, teacher motivation, and educational accountability. By understanding and applying effective supervisory techniques, principals can make a significant impact on the quality of education, supporting both teachers and students in achieving their highest potential.

Types of Principal Supervisory Techniques

The types of supervisory techniques employed by principals play a crucial role in shaping the instructional practices and professional growth of teachers. Research

highlights that different supervisory techniques can significantly impact teacher performance, school culture, and student outcomes. In the field of educational management, five primary supervisory techniques have been identified as essential: instructional supervision, clinical supervision, developmental supervision, collaborative supervision, and summative supervision (Wanzare, 2015). These techniques are often applied based on the principal's leadership style, the needs of the teachers, and the specific goals of the school.

- **Instructional Supervision**

Instructional supervision is a critical aspect of principal supervisory techniques, focused on improving teaching and learning through structured oversight, guidance, and support provided to teachers. Numerous researchers have defined instructional supervision, emphasizing its role in fostering teacher development and enhancing educational outcomes. Olembo and Karagu (2014) define instructional supervision as the professional guidance and support offered by school administrators to improve teaching practices. According to Sergiovanni and Starratt (2007), it involves overseeing the teaching-learning process and ensuring the alignment of classroom practices with educational goals. Ayeni (2012) views instructional supervision as a mechanism for enhancing teachers' competencies by providing regular feedback and promoting professional development. Similarly, Zepeda (2013) describes it as the process of observing, evaluating, and providing constructive feedback to teachers to improve

instructional quality. Glickman, Gordon, and Ross-Gordon (2013) emphasize its collaborative nature, involving both teachers and supervisors in the shared goal of improving teaching practices.

The application of instructional supervision has been extensively studied in educational research. Olagbaju and Oduwaiye (2017) examined the impact of instructional supervision on teacher performance in Nigerian secondary schools. Their findings revealed that regular classroom observations and feedback sessions conducted by principals significantly enhanced teaching effectiveness and student outcomes. Similarly, Nwachukwu and Okafor (2018) found that schools where principals adopted participatory instructional supervision practices, such as peer mentoring and collaborative planning, recorded higher levels of teacher motivation and classroom performance.

Ayeni and Akinfolarin (2014) explored the role of instructional supervision in fostering professional development among teachers in public secondary schools. Their study revealed that principals who provided structured professional development opportunities and individualized feedback improved teachers' instructional competencies and confidence. Furthermore, Eze (2019) emphasized the relationship between instructional supervision and curriculum delivery, noting that effective supervision ensures the consistent implementation of curriculum standards and policies, thereby improving learning outcomes.

Instructional supervision, as a key component of principal supervisory techniques, plays a pivotal role in enhancing teacher effectiveness, fostering professional growth, and improving student outcomes. Through structured observation, feedback, and collaboration, principals can align teaching practices with institutional goals, thereby strengthening the overall quality of education.

- **Clinical supervision**

Clinical supervision, another widely used technique, takes a more focused and systematic approach. Clinical supervision involves a series of pre-observation and post-observation conferences that provide a structured format for assessing and improving specific aspects of a teacher's performance (Ijaiya, 2018). Clinical supervision is a structured process where a supervisor works closely with a teacher to improve specific instructional practices through observation, analysis, and feedback. According to Goldhammer, Anderson, and Krajewski (1980), clinical supervision is characterized by systematic observation and detailed feedback focused on improving teaching effectiveness. Zepeda (2013) defines it as a collaborative and diagnostic approach aimed at addressing specific teaching challenges in the classroom. According to Acheson and Gall (2011), clinical supervision involves a cycle of pre-conference, classroom observation, and post-conference discussions between the supervisor and teacher. Sergiovanni and Starratt (2007) describe it as a tailored process that focuses on individual

teacher needs, fostering growth through targeted guidance. Ayeni (2012) highlights its utility in addressing instructional deficiencies and refining teaching methods.

Researchers have explored its impact on teacher performance and development. For instance, Oluremi (2013) examined the effects of clinical supervision on teacher effectiveness in Nigerian schools, finding that the structured feedback cycle significantly improved teaching practices and classroom management. Similarly, Nwachukwu and Nwankwo (2014) observed that clinical supervision enhanced teacher confidence and instructional delivery by providing individualized support. Ayeni and Akinfolarin (2014) emphasized its role in professional growth, noting that teachers who participated in clinical supervision reported better problem-solving abilities and curriculum implementation.

- **Developmental Supervision**

Developmental supervision focuses on aligning supervision strategies with the developmental needs of teachers, taking into account their experience levels and instructional competencies. Glickman, Gordon, and Ross-Gordon (2013) define developmental supervision as a differentiated approach that adapts supervisory techniques to the evolving needs of teachers. Sergiovanni and Starratt (2007) describe it as a flexible and teacher-centered strategy aimed at fostering professional growth. According to Beach and Reinhartz (2000), developmental supervision emphasizes building teacher autonomy and enhancing their instructional skills. Zepeda (2013) defines

it as a reflective process that helps teachers identify their strengths and areas for improvement. Ayeni (2012) highlights its utility in empowering teachers to take ownership of their professional development.

Empirical studies emphasize its importance in enhancing teacher performance. For example, Okon and Ekpenyong (2015) found that developmental supervision improved teacher morale and instructional delivery by catering to their specific professional needs. Akinyele and Olorunsola (2014) observed that when principals used developmental supervision, teachers demonstrated increased initiative and creativity in the classroom. Eze (2019) highlighted its role in fostering a collaborative learning environment where teachers could share best practices and learn from one another.

- **Collaborative Supervision**

Collaborative supervision is a participatory approach that involves both supervisors and teachers working together to improve instructional practices. Zepeda (2013) defines it as a partnership-based strategy that encourages joint problem-solving and decision-making. Glickman, Gordon, and Ross-Gordon (2013) describe it as a model where teachers and supervisors co-create goals and solutions for instructional improvement. Sergiovanni and Starratt (2007) emphasize its emphasis on shared leadership and mutual respect. Ayeni (2012) highlights its ability to foster trust and open communication between teachers and supervisors, thereby improving instructional outcomes.

Studies highlight its impact on fostering professional collaboration and teacher performance. For instance, Akinfolarin and Ayeni (2014) found that collaborative supervision encouraged teachers to share innovative teaching methods and improve classroom practices. Nwachukwu and Okafor (2018) observed that collaborative supervision increased teacher engagement and reduced resistance to change. Eze (2019) emphasized its role in building a culture of trust and teamwork within schools, leading to enhanced teaching and learning outcomes.

- **Summative Supervision**

Summative supervision is an evaluative process aimed at assessing teacher performance against predefined standards and criteria. According to Zepeda (2013), summative supervision involves formal evaluation processes such as performance appraisals and teacher assessments. Glickman, Gordon, and Ross-Gordon (2013) describe it as a conclusive approach that provides feedback on teacher effectiveness based on observation and documentation. Sergiovanni and Starratt (2007) define it as a tool for accountability, ensuring teachers meet organizational goals. Ayeni (2012) emphasizes its utility in identifying performance gaps and recommending further training or interventions.

Empirical studies demonstrate its importance in improving accountability and teacher performance. For example, Oluremi (2013) observed that summative supervision provided clear benchmarks for teacher performance, motivating them to improve. Okon

and Ekpenyong (2015) found that summative evaluations helped schools identify areas for professional development. Nwachukwu and Okafor (2018) highlighted its role in ensuring compliance with educational standards and fostering continuous improvement among teachers.

Each of these supervisory techniques serves a unique purpose and offers distinct benefits for educational stakeholders. Instructional supervision focuses on immediate instructional improvement, clinical supervision offers in-depth feedback for targeted development, developmental supervision supports long-term professional growth, collaborative supervision promotes teamwork and morale, and summative supervision ensures accountability and performance standards. In practice, the most effective principals are those who can adapt and blend these techniques according to the needs of their teachers and the goals of their schools. This adaptability allows principals to provide comprehensive support to their teaching staff, fostering an environment where teachers are motivated, professionally fulfilled, and equipped to deliver high-quality education.

Concepts of Teacher's Job performances

The concept of teacher job performance encompasses the actions, behaviors, and overall effectiveness of teachers in achieving educational goals within the school environment. Teacher job performance is a critical indicator of the quality of education students receive, as teachers are directly responsible for implementing the curriculum, creating a conducive learning environment, and fostering students' academic and personal

growth (Ofoegbu & Alonge, 2016). Teacher job performance can be understood as the measure of a teacher's ability to plan, execute, and manage instructional practices effectively, maintain classroom discipline, assess student progress, and use educational resources efficiently. High job performance among teachers is associated with positive student outcomes, as it ensures that students receive a well-rounded, supportive, and engaging educational experience that prepares them for academic advancement and life skills (Okeke & Nwankwo, 2017).

The evaluation of teacher job performance is multifaceted, as it encompasses several dimensions of teaching effectiveness. This includes the teacher's instructional competence, which refers to their knowledge of the subject matter, pedagogical skills, and ability to communicate effectively with students. A teacher's job performance also includes classroom management skills, which involve maintaining a well-structured and orderly classroom environment that maximizes learning opportunities (Eze, 2018). Additionally, teacher job performance is assessed through the quality of lesson planning and the teacher's ability to utilize various instructional methods that cater to diverse learning needs. Teachers who demonstrate high job performance are also proficient in assessing student progress, providing constructive feedback, and adapting their teaching methods to improve student learning outcomes (Ajayi, 2017).

Teacher job performance is not only influenced by individual teacher skills but is also shaped by the school environment, leadership, and support systems. Effective school

leadership, particularly through principal supervisory techniques, plays a crucial role in enhancing teacher job performance. Research shows that teachers who receive constructive feedback, professional development opportunities, and supportive supervision from school principals are more likely to perform well in their roles (Adeniji, 2016). Positive job performance among teachers is often correlated with high levels of motivation and job satisfaction, which are influenced by the working conditions and support provided by the school administration. Teachers who feel valued, respected, and supported tend to put more effort into their teaching duties, which translates to improved student engagement and achievement (Nwosu & Ogundare, 2018).

Teacher job performance is a dynamic concept, often evolving in response to educational reforms, curriculum changes, and advancements in instructional technology. In recent years, the shift toward student-centered learning approaches has influenced the expectations placed on teacher job performance, requiring teachers to engage students actively and foster critical thinking skills. Teachers are now expected to integrate technology into their teaching practices, utilize data-driven instruction, and create inclusive classrooms that support diverse student populations (Adeyemi & Adewale, 2017). The role of teachers has expanded beyond traditional instruction to include mentoring, counseling, and collaborating with colleagues to improve school-wide performance. Therefore, understanding the concept of teacher job performance today involves recognizing the complexity of teaching responsibilities and the increasing demand for adaptability and innovation in instructional practices.

The importance of teacher job performance in the broader educational system cannot be overstated, as it directly impacts the quality of education and the academic success of students. Teacher job performance serves as a benchmark for evaluating educational standards and the effectiveness of instructional practices within schools. Schools that prioritize improving teacher performance through ongoing professional development, collaborative planning, and performance appraisal systems tend to exhibit better academic results and higher student retention rates (Ogunyemi & Olawuyi, 2015). Furthermore, effective teacher performance is closely aligned with school accountability measures and educational policies aimed at achieving national education goals. As educational stakeholders, including policymakers, school leaders, and parents, seek to improve the quality of education, fostering high job performance among teachers remains a central focus.

In Nigeria, as in many other countries, teacher job performance has been recognized as a critical factor in addressing challenges related to student achievement, school quality, and educational equity. Studies suggest that Nigerian teachers often face challenges such as large class sizes, inadequate resources, and limited access to professional development, which can impact their job performance. However, interventions that provide targeted support, such as effective supervisory techniques by principals, mentoring programs, and improved working conditions, have been shown to enhance teacher performance and, consequently, student outcomes (Ogonu & Osunde, 2015). High teacher job performance is therefore essential for strengthening the Nigerian

education system, as it directly contributes to achieving broader educational goals and addressing persistent issues related to educational access, quality, and equity.

Teacher job performance, in essence, encapsulates the professional competencies, behaviors, and commitment that teachers bring to their roles in fostering student learning and achieving curriculum objectives. It is a concept that reflects the cumulative impact of teacher skills, school leadership, and support systems on the overall educational process. By promoting high standards of teacher job performance, schools can create environments that facilitate effective teaching and learning, ultimately contributing to student success and societal advancement.

Indices of Teacher's Job performances

Indices of teacher job performance are measurable indicators that reflect the effectiveness and quality of a teacher's work in promoting student learning and achieving educational objectives. These indices serve as benchmarks for evaluating the extent to which teachers fulfill their instructional and professional responsibilities.

- **Instructional Competence**

A primary index of teacher job performance is instructional competence, which involves a teacher's ability to deliver lessons that are clear, engaging, and aligned with the curriculum. Instructional competence also includes the use of diverse teaching strategies that accommodate different learning styles, promote active student participation, and

encourage critical thinking. Teachers who demonstrate high instructional competence are able to communicate complex concepts in an understandable way, adapting their methods to suit the needs of all students (Aina, 2016).

- **Classroom management**

Classroom management is another crucial index of teacher job performance. Effective classroom management entails creating an organized, disciplined environment that minimizes disruptions and fosters a positive atmosphere for learning. Teachers skilled in classroom management are able to maintain control, establish clear behavioral expectations, and implement fair and consistent disciplinary measures. Research indicates that effective classroom management correlates strongly with positive student behaviors and academic success, as it reduces distractions and allows students to focus on learning (Owolabi & Adebayo, 2017). In addition, classroom management includes a teacher's ability to create a welcoming and supportive environment where students feel valued and motivated to learn.

- **Preparation Lesson Plans**

Teachers who invest time in preparing detailed lesson plans, setting clear objectives, and gathering appropriate materials contribute to more structured and meaningful learning

experiences. Proper lesson planning allows teachers to outline objectives, anticipate potential challenges, and allocate time for various activities. It demonstrates the teacher's dedication to student success and the thoroughness of their approach. According to Ugwuegbu (2018), well-prepared lessons provide a roadmap for both teachers and students, enabling smoother transitions between topics and ensuring that instructional goals are met within the specified time frame.

- **Assessment and Feedback**

Assessment and feedback represent additional indices that directly impact students' learning and academic growth. Teachers are responsible for assessing students' progress through quizzes, assignments, projects, and exams. Effective teachers utilize a range of assessment methods to evaluate student understanding and provide timely, constructive feedback. Feedback helps students recognize areas of improvement, reinforcing their strengths while addressing any learning gaps. Additionally, assessment enables teachers to gauge the effectiveness of their teaching methods, identifying areas for self-improvement (Akinbode, 2017). Research highlights that regular assessment and feedback play a critical role in enhancing student achievement, as they allow for ongoing adjustments in instruction to meet students' evolving needs.

- **Student Engagement**

Another index of teacher job performance is student engagement, which measures how effectively teachers can capture students' attention and foster a love for learning. Student

engagement is evident when students actively participate in classroom activities, express curiosity, and show enthusiasm for learning. Teachers who excel in promoting engagement often incorporate interactive teaching methods, such as group discussions, projects, and hands-on activities that make learning dynamic and relevant. Engaged students are more likely to perform well academically, as they are motivated and invested in the learning process. Teachers who prioritize student engagement contribute to higher student achievement and lower dropout rates, particularly in regions where educational attainment may be challenging (Nwankwo & Obika, 2017).

- **Communication skills**

Communication skills also serve as an important index of teacher job performance. Teachers who communicate effectively with students, parents, and colleagues create a transparent and supportive learning environment. Effective communication helps teachers convey expectations, explain concepts clearly, and foster collaborative relationships with parents, who play a crucial role in supporting student learning. Teachers who communicate openly with parents can address academic or behavioral concerns early on, thereby contributing to better student outcomes (Uko, 2015). Furthermore, communication skills are essential for fostering a collaborative work culture among teachers, as open communication enables the sharing of resources, teaching strategies, and problem-solving approaches.

Indices of teacher job performance encompass a wide range of skills and behaviors that contribute to effective teaching and successful student learning. Instructional competence, classroom management, preparation and planning, assessment and feedback, professional commitment, student engagement, and communication skills are essential components of high-quality teaching. Each of these indices provides insight into the various dimensions of a teacher's role, reflecting their influence on student academic achievement and the overall learning environment. By evaluating these indices, schools and educational authorities can identify areas where teachers excel and where additional support or training may be needed to enhance job performance and educational outcomes.

Relationship between Principal Supervisory Techniques and Teacher's Job performances

The relationship between principal supervisory techniques and teacher job performance has garnered significant attention in educational research, as effective supervision by principals plays a crucial role in enhancing the instructional quality and job satisfaction of teachers. Principal supervisory techniques encompass a range of practices designed to guide, support, and evaluate teachers in their instructional roles. These techniques, which include classroom observations, feedback provision, mentoring, and professional development facilitation, have been shown to directly impact teacher job performance, which in turn affects student learning outcomes and overall school

effectiveness (Eze & Opoko, 2016). Research indicates that when principals engage in supervisory practices that are collaborative and constructive, teachers are more likely to feel valued, motivated, and supported, leading to enhanced job performance (Akomolafe & Adesua, 2016).

One of the foundational ways that principal supervision affects teacher performance is through the provision of timely and constructive feedback. Feedback serves as a tool for guiding teachers toward effective instructional strategies, classroom management techniques, and overall professional growth. Studies reveal that when principals provide regular feedback, it reinforces positive teaching behaviors and helps teachers identify areas for improvement. Constructive feedback is linked to greater teacher confidence and competence, as it gives teachers specific insights on how to improve their instructional practices and better meet student needs (Okorji & Ezeugo, 2016). Teachers who receive supportive feedback from their principals are more likely to adopt new pedagogical techniques, explore innovative methods of engagement, and align their teaching with school objectives. In turn, this leads to increased teacher job performance, as teachers feel guided and held accountable for their growth.

Mentorship is another supervisory technique that plays a pivotal role in teacher performance. Principals who adopt a mentorship role often provide professional guidance to teachers, especially those who are new to the profession. Mentorship involves one-on-one support, where principals act as role models, offering advice and sharing experiences

to help teachers navigate instructional and administrative challenges. Studies have shown that mentorship enhances teacher job satisfaction, reduces turnover, and promotes a positive work environment, which ultimately impacts teacher performance positively (Ayeni, 2015). Through mentorship, teachers receive personalized attention that addresses their unique strengths and weaknesses, fostering a culture of continuous improvement and encouraging teachers to set professional goals that align with school objectives. Such targeted support is particularly beneficial in complex teaching environments, as it helps teachers adapt to varying student needs and curriculum demands (Akinfolarin & Rufai, 2017).

In addition to feedback and mentorship, principal supervisory practices that encourage professional development are associated with improved teacher job performance. Professional development opportunities allow teachers to expand their skills, learn new instructional methods, and stay updated with the latest educational trends. When principals actively facilitate and encourage participation in workshops, seminars, and training programs, teachers become more knowledgeable and equipped to handle diverse classroom challenges. Research by Ogunsola and Adewale (2018) highlights that principals who prioritize professional development as part of their supervisory approach create a growth-oriented school culture, which directly benefits teachers' instructional abilities and performance. This approach to supervision has a ripple effect, as well-trained teachers tend to adopt more effective teaching strategies, leading to increased student engagement and achievement.

Classroom observation, another widely used supervisory technique, is instrumental in promoting teacher accountability and improving instructional practices. Through classroom observations, principals gain insights into teachers' instructional methods, classroom management, and interactions with students. Observations allow principals to offer tailored advice that is grounded in real classroom situations. Studies suggest that classroom observations, when conducted as part of a formative, non-evaluative process, can help teachers reflect on their practices and identify areas for improvement (Ayodele & Ige, 2016). This reflective process is essential for teacher growth, as it fosters self-assessment and encourages teachers to implement changes that enhance their teaching effectiveness. Teachers who view classroom observations as a supportive rather than punitive measure are more likely to be open to feedback, leading to sustained improvements in job performance.

Supportive supervision, a technique where principals focus on creating an encouraging work environment rather than a strictly evaluative one, is shown to have a positive impact on teacher morale and performance. In Nigeria, where teachers often face resource limitations and large class sizes, principals who adopt a supportive approach help alleviate the stress associated with these challenges. Supportive supervision can include providing necessary teaching resources, facilitating access to instructional materials, and showing appreciation for teachers' efforts (Nwosu & Okoye, 2016). Teachers who feel that their principals recognize and address their needs are more motivated and committed to their roles, which ultimately enhances their job performance.

Moreover, supportive supervision fosters a sense of trust between principals and teachers, leading to open communication and collaborative problem-solving.

The effectiveness of supervisory techniques in enhancing teacher job performance is also influenced by the interpersonal skills of the principal. Studies indicate that principals who demonstrate empathy, effective communication, and active listening create a positive and respectful working environment that boosts teacher motivation and performance (Usman & Osunde, 2017). Principals who are approachable and actively engage in dialogue with teachers tend to foster a collaborative work culture where teachers feel empowered to share ideas, discuss challenges, and seek guidance. This open communication is essential for addressing job-related concerns and sustaining teacher morale, particularly in challenging educational contexts.

The overall impact of principal supervisory techniques on teacher job performance is complex and multifaceted, often mediated by the unique school environment, teachers' individual characteristics, and the consistency of supervisory practices. However, research consistently underscores that principals who employ a combination of constructive feedback, mentorship, professional development opportunities, classroom observations, and supportive supervision create an environment that nurtures teacher growth and performance. In Nigeria, where the quality of education is directly linked to national development goals, effective principal supervision is viewed as a strategic tool for enhancing educational outcomes. Teachers who experience supportive and growth-

oriented supervision are more likely to excel in their roles, thereby contributing positively to student achievement and the school's reputation (Edozie & Ekechukwu, 2019).

Given the importance of teacher job performance in shaping students' academic success, the relationship between principal supervisory techniques and teacher performance remains a focal point in educational research. As schools strive to improve teaching quality and accountability, understanding how various supervisory techniques impact teacher performance is essential for informing effective leadership practices. Principals, as key figures in school administration, must be equipped with the skills and knowledge to implement supervisory techniques that are constructive, supportive, and tailored to the needs of their teachers. Ultimately, principal supervisory techniques serve as a foundation for enhancing teacher job performance, fostering professional growth, and creating a high-quality learning environment for students.

Principal supervisory Techniques and Teacher's Job performances based on principal years of experience

The influence of principal supervisory techniques on teacher job performance is a critical area of study, particularly when examined in relation to the principal's years of experience. Research shows that a principal's experience in leadership shapes the efficacy of their supervisory practices, which subsequently impacts teacher performance. Principals with extensive experience tend to develop a nuanced understanding of effective supervisory techniques, allowing them to adapt their approach to meet the needs

of diverse teaching staff and educational contexts. Experienced principals are often more adept at creating a supportive and collaborative school environment, employing techniques that enhance teacher morale, professional growth, and job performance (Eze & Opoko, 2016). Years of experience provide principals with practical knowledge, enabling them to refine their supervisory practices over time and implement strategies that align with teachers' needs and institutional goals.

Studies indicate that experienced principals are more likely to engage in supportive and developmental supervision rather than evaluative or punitive approaches. Supportive supervision includes practices such as mentorship, individualized feedback, and ongoing professional development opportunities, which are shown to increase teacher job satisfaction and performance. Experienced principals understand that instructional improvement is a gradual process and thus provide teachers with continuous guidance and constructive feedback. In contrast, novice principals may focus more on evaluation and accountability, which may create a sense of pressure and reduce teacher motivation if not balanced with supportive measures (Ogunyemi & Adebayo, 2018). Consequently, teachers under the supervision of experienced principals are often more receptive to feedback, resulting in improved classroom performance and student outcomes.

Classroom observation is a common supervisory technique that varies based on the principal's years of experience. Experienced principals tend to conduct observations in a way that fosters reflection and improvement rather than judgment, encouraging teachers

to view observations as part of a professional growth process. They also tend to focus on providing actionable feedback based on classroom observations, helping teachers refine their instructional methods and classroom management skills (Ayodele & Ige, 2016). Research suggests that experienced principals use their observations to tailor their feedback to individual teachers' strengths and challenges, which boosts teacher confidence and promotes effective teaching practices. Novice principals, however, may lack the same level of discernment in providing constructive feedback, potentially leading to less effective supervision and lower teacher morale.

Years of experience also influence a principal's capacity to mentor teachers, a technique shown to significantly enhance teacher job performance. Experienced principals are more likely to adopt a mentorship role, sharing insights gained over years of practice and offering personalized guidance to less experienced teachers. This mentorship fosters a culture of continuous learning and trust within the school, empowering teachers to take risks, innovate, and improve their instructional practices (Okorji & Ezeugo, 2016). Novice principals, on the other hand, may be less equipped to provide mentorship, often focusing instead on administrative tasks or procedural compliance, which may limit their impact on teacher development.

Professional development facilitation is another supervisory practice shaped by a principal's experience. Experienced principals recognize the importance of professional growth and actively support teachers' participation in workshops, seminars, and training

sessions. They are more likely to advocate for teacher development opportunities and allocate resources to ensure that teachers have access to relevant, high-quality training. This investment in professional development is linked to greater teacher effectiveness and job performance, as it allows teachers to acquire new skills and instructional strategies (Akomolafe & Adesua, 2016). Novice principals may not prioritize professional development as strongly, as they are still establishing themselves in their role and may focus on immediate operational responsibilities rather than long-term growth.

Overall, the relationship between principal supervisory techniques and teacher job performance is profoundly affected by the principal's years of experience. Experienced principals are more effective in implementing supervisory techniques that foster teacher development, boost morale, and improve job performance. They are equipped to offer constructive feedback, mentorship, and professional growth opportunities that align with teachers' evolving needs, creating a supportive school climate conducive to educational excellence. By contrast, novice principals may require additional training and mentorship to fully develop these supervisory skills, highlighting the need for leadership development programs that prepare principals to effectively support teacher performance from the start of their careers (Usman & Osunde, 2017).

Principal supervisory Techniques and Teacher's Job performances based on teacher's gender

The role of principal supervisory techniques on teacher job performance has been extensively studied, with an increasing focus on understanding how teacher characteristics, such as gender, interact with these techniques to influence outcomes. Gender differences in workplace dynamics and professional interactions are widely acknowledged, and these can influence how male and female teachers respond to supervisory practices. Studies suggest that male and female teachers may experience and respond differently to various supervisory techniques, which can impact their job satisfaction, motivation, and overall performance in the classroom (Ayeni, 2015). Some research posits that female teachers are more responsive to collaborative and supportive supervisory practices, while male teachers may favor autonomy and prefer a more directive approach, though this is influenced by cultural and contextual factors (Okorji & Ezeugo, 2016).

One aspect of supervision where gender differences have been observed is in feedback reception. Studies show that female teachers often respond positively to constructive, individualized feedback that encourages reflection and supports their professional development. Female teachers may be more open to discussing challenges and seeking guidance from their principals, benefiting from a collaborative approach to supervision that emphasizes support and professional growth (Akomolafe & Adesua,

2016). Male teachers, on the other hand, are found to respond better to clear, direct feedback that allows for a degree of independence in decision-making. This difference in feedback reception suggests that principals should tailor their supervisory techniques to the gender dynamics within their staff to optimize teacher performance and job satisfaction.

The mentorship aspect of supervisory techniques has also shown varying impacts based on teacher gender. Female teachers often report higher satisfaction and improved job performance when principals adopt a mentorship approach, providing guidance and professional development opportunities that promote career advancement and skills development (Ogunyemi & Adebayo, 2018). Female teachers, in many cases, perceive mentorship as an affirming and inclusive practice that aligns with their professional values and fosters a supportive school environment. Conversely, while male teachers also benefit from mentorship, they may prefer mentorship structures that allow for autonomy and problem-solving within a supportive framework. This indicates that mentorship approaches can be adapted to better meet the differing needs of male and female teachers, enhancing job performance across the board.

Research on classroom observation, as a supervisory technique, also points to gender-specific responses. Classroom observations are a common method for principals to monitor and evaluate teaching practices, yet male and female teachers may respond differently to these evaluations. Studies suggest that female teachers tend to appreciate

classroom observations that are part of a collaborative process, allowing them to reflect on their teaching and discuss improvements openly with their principal (Usman & Osunde, 2017). Male teachers, however, may view classroom observations with a greater emphasis on accountability, preferring less intrusive observation methods that respect their professional autonomy. As a result, principals may need to balance the frequency and approach of classroom observations with the expectations of their male and female teachers to ensure that these techniques are seen as supportive rather than punitive.

In terms of professional development facilitation, principal supervisory techniques that provide equal access to training opportunities have been found to positively impact teacher performance across genders. However, some research suggests that female teachers tend to place a higher value on professional development activities, seeing them as crucial for career growth and classroom effectiveness (Akinfolarin & Rufai, 2017). Male teachers, while still benefiting from professional development, may prioritize workshops that are directly linked to immediate teaching improvements or subject-specific skills. Principals who recognize these gender-based preferences can design professional development programs that appeal to the distinct motivations of male and female teachers, thereby fostering a more engaged and high-performing teaching staff.

Overall, the interaction between principal supervisory techniques and teacher job performance, as mediated by gender, underscores the need for a nuanced approach to school leadership. Principals who tailor their supervisory methods to align with the

preferences and strengths of male and female teachers can create a more supportive and effective school environment. Recognizing these gender differences not only enhances teacher satisfaction but also improves job performance, as teachers feel more understood and valued within their school community. This approach aligns with the broader educational goal of fostering a collaborative, inclusive atmosphere that maximizes teacher efficacy and student outcomes (Eze & Opoko, 2016). By acknowledging and addressing gender dynamics within supervisory practices, principals can cultivate a more harmonious and productive school culture that supports the professional growth and performance of all teachers.

Summary of Reviewed Literatures

The literature review underscores the critical relationship between principal supervisory techniques and teachers' job performance, emphasizing the role of effective leadership in fostering improved teaching outcomes. Various studies highlight how instructional, transformational, and transactional leadership approaches contribute to teacher motivation, classroom management, and professional development. Key themes explored include the importance of principals providing clear instructional guidance, offering constructive feedback, and creating an enabling environment for teaching and learning.

Research also identifies specific supervisory techniques such as classroom observations, mentoring, and collaborative goal-setting as pivotal in improving teacher performance. These techniques not only enhance teachers' instructional delivery but also strengthen their commitment to achieving organizational objectives. The review further illustrates that teacher demographics such as gender, experience level, and subject specialization can moderate the impact of supervisory techniques, suggesting the need for a personalized approach to supervision.

Despite these insights, gaps remain in the literature. Few studies focus on the Nigerian educational context, particularly in semi-urban areas such as Ovia North East LGA of Edo State, where systemic challenges such as resource inadequacies and socio-economic constraints can affect the efficacy of supervisory techniques. Additionally, the

review reveals limited exploration of how teachers perceive and respond to various supervisory methods, as well as the interplay between leadership styles and local educational realities.

The literature highlights the pivotal role of principal supervision in enhancing teacher performance but also points to the need for more localized, contextualized research. This study aims to address these gaps by examining the relationship between principal supervisory techniques and teacher job performance in Ovia North East LGA, while considering demographic variables and the unique challenges of the Nigerian education system.

CHAPTER THREE

METHODOLOGY

This chapter specifically deals with the research methodology of the study under the following sub-heading:

- Research design
- Population of study
- Sampling and sampling technique
- Research instrument
- Validity of the instrument
- Reliability of the Instrument
- Method of data collection
- Method of data analysis.

Research Design

The study was carried out using the descriptive survey research design approach. The design was suitable because it helped the researcher gather information on principal supervisory technique and teacher job performance in Ovia North East Government Area, Edo State.

Population of the Study

The population of the study comprises all 13 public senior secondary school in Ovia North East Local government area of Edo State. The population of secondary

school teachers in Ovia North East Local government area is Four hundred and Thirty-Six (436). (Edo state ministry of Education 2024)

Sample and Sampling Procedure

The sample technique adopted in the study is the simple random sampling and the purposeful sampling technique, in which five schools were selected from the study population and 30% of the teachers in each school were selected to participate in the study. The sample size of the study is 55.

Research Instrument

The research instrument for data collection was a well - structured questionnaire. Two questionnaire was used. The first part of the questionnaire was titled Principal Supervisory Technique Questionnaire (PSTQ), and it was divided into 2 sections – Section A explained the demographic features, while section B contains 12 items. The second part was titled Teacher’s Job Performance Questionnaire (TJPQ), and it contained 10 items on Teachers job performance. The scale is designated with the scale of Strongly Agree (SA) – 4; Agreed (A) – 3; Disagree (D) – 2; and Strongly Disagree (SD) – 1, was used for the study.

Validity of the Instrument.

The face and content validity of the instrument was done by the project supervisor and two other experts in the Department of Educational Management who read through

the items and made useful suggestions which were incorporated into the final copy of the research instrument.

Reliability of the Instrument

The instrument's reliability was assessed using the test-retest procedure. A group of 10 respondents who were not involved in the study were given the questionnaire. Teachers in Egor were given the instruments to complete, and the result was analyzed through Cronbach Alpha Coefficient, which came out with a reliability coefficient of 0.81, it was concluded that the instrument is reliable

Method of Data Collection

The data was collected through field work in which the researcher went to the schools captured in the sample size to elicit their cooperation through a letter to the Principal to permit the teachers to fill the administered questionnaire, the questionnaire was filled on the spot and retrieved for coding and analysis.

Method of Data Analysis

The data collected was analyzed using Mean and standard deviation to answer the research questions. A mean criterion of 2.50 was used. the decision rule is such that any mean above 2.50 will be regarded as High Perception, while any mean below 2.50 will be regarded as Low Perception. The Hypotheses was tested using Pearson correlation coefficient.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

Presentation of Results

Research Question 1: To what extent do the supervisory techniques employed by principals enhance teachers job performance in public senior secondary schools in Ovia North East LGA of Edo State?

Table 1: Descriptive statistics on the indices of Principal’s supervisory techniques

S/N	Item	Yes	%	No	%	N
INSTRUCTIONAL SUPERVISION						
1	Principal regularly visit classrooms to observe instructional practices, teaching methods, and student engagement.	49	89.09%	6	10.91%	55
2	Principal provide constructive feedback and engage in one-on-one coaching sessions after classroom observations.	52	94.55%	3	5.45%	55
3	Principals instructional supervisory technique increases teacher’s job performance	53	96.36%	2	3.64%	55
			90.72%		9.28%	
CLINICAL SUPERVISION						
4	Principal conduct focused and systematic observations during classroom sessions to assess teaching practices.	53	96.36%	2	3.64%	55
5	Principal collaborate with teachers to create actionable plans for addressing areas of improvement.	54	98.18%	1	1.82%	55
6	Clinical supervisory technique from principal increases teachers job performance	54	98.18%	1	1.82%	55
			100%		0%	
DEVELOPMENTAL SUPERVISION						
7	Principal provide mentorship opportunities to support teachers' growth and development.	44	72.13%	11	27.87%	55

8	Principal encourage teachers to take initiative and adopt innovative teaching practices.	44	72.13%	11	27.87%	55
9	Developmental supervisory technique from principal increases teachers job performance	44	72.13%	11	27.87%	55
			72.13%		27.87%	
COLLABORATIVE SUPERVISION						
10	Principal encourage teachers to work together and exchange ideas to improve instructional practices.	55	100%	0	0%	55
11	Principal create an open and supportive environment where teachers feel comfortable discussing challenges.	55	100%	0	0%	55
12	Collaborative supervisory technique from principal increases teachers job performance	55	100%	0	0%	55
			100%		0%	
SUMMATIVE SUPERVISION						
13	Principal conduct regular performance evaluations to assess teachers' adherence to instructional standards.	55	100%	0	0%	55
14	Principal provide formal feedback through performance appraisals to help teachers identify improvement areas.	55	100%	0	0%	55
15	Summative supervisory technique from principal increases teachers job performance	46	82.25%	9	14.75%	55
			94.08%		5.92%	

Source: Field Work 2024.

The result in Table 1 showed the response of teachers to the indices of Principal's supervisory techniques Such as instructional, clinical, developmental, collaborative, and summative; supervision in public senior secondary schools in Ovia North East Local Government Area. The analysis showed **90.72%** of the teachers affirmed that principal instructional supervisory technique such as; regular classrooms visit; constructive feedback, and engage in one-on-one coaching sessions after classroom observations, leads to an increase in job performance.; all the teachers (**100%**) affirmed positively to

principal clinical supervisory technique through, the conduct of focused and systematic observations, during classroom sessions to assess teaching practices, collaboration with teachers to create actionable plans; **72.13%** of the teachers affirmed that principal developmental supervisory technique influences teacher's job performance through, the provision of mentorship opportunities to support teachers' growth, encouraging teachers to take initiative and adopt innovative teaching practices; **100%** of the teachers affirmed that principal collaborative supervisory technique increases their job performance through; encouragement of teachers to work together and exchange ideas to improve instructional practices, and creation of an open and supportive environment for teachers to feel comfortable discussing challenges; finally, **94.08%** of the teachers have high perception towards principal summative supervisory technique; they agreed that Principal conduct regular performance evaluations to assess teachers' adherence to instructional standards, and provide formal feedback through performance appraisals to help teachers identify improvement areas. The result showed that the extent to which all the principal supervisory technique is high through a percentage average of **91.39%** as against **8.61%**. The interpretation is that, all the principal supervisory techniques such as instructional, clinical, developmental, collaborative, and summative influences teachers job performances positively.

Research Question Two: What is the level of teachers' job performance in public senior secondary school in Ovia North East LGA of Edo State?

Table 2: Principal's Responses on the indices of Teacher's Job performances

S/N	ITEMS	Agree	%	Disagree	%	N
A	WRITING OF LESSON NOTE					
1	Teachers prepares lesson note before class	5	100%	0	0%	5
2	Teachers makes use of lesson note during class	5	100%	0	0%	5
B	INSTRUCTIONAL COMPETENCE					
3	Teachers effectively deliver lessons in a structured, engaging, and understandable manner, ensuring alignment with curriculum goals.	5	100%	0	0%	5
4	Teachers maintain a conducive learning environment by effectively managing classroom dynamics and addressing student needs.	5	100%	0	0%	5
C	STUDENT'S ASSESSMENT AND FEEDBACK					
5	Teachers are able to break down difficult topic into smaller topic for easy understanding	5	100%	0	0%	5
6	Teachers ask students question in class while teaching to know if they are paying attention	5	100%	0	0%	5
D	CLASSROOM MANAGEMENT SKILLS					
7	Teachers are able to keep students from noise making during class sessions	5	100%	0	0%	5
8	Teachers are able to discipline students who violate classroom ethics	5	100%	0	0%	5
E	COMMUNICATION SKILLS					
9	Teachers communicate lesson objectives and	5	100%	0	0%	5

	concepts clearly, ensuring students understand the material.				
10	Teachers actively engage students in 5 discussions and respond effectively to their questions and concerns.	100%	0	0%	5
	PERCENTAGE AVERAGE	100%		0%	

Source: Field Work 2024

The result in Table 2 showed responses of principals towards the indices of teacher’s job performances, using the indices of Instructional Competence, Classroom Management, Preparation of Lesson notes, Student’s Assessment and Feedback, and Communication skills. The result of the analysis through a 100% average response showed that the principals rated that teachers in Ovia North East Local government are of high rating in their job performance.

Research Question Three: What is the relationship between principals’ supervisory techniques and teachers’ job performance in public senior secondary schools in Ovia North East LGA of Edo State?

Table 3: Multiple Regression on the Analysis of predictors (supervisory technique) and teachers job performance

R = .804 ^a R-square (R ²) = .717 Adjusted R-square = .816 F _(3,372) = 453.482						
Model ^{a, b}	Unstandardized Coefficients		Standardized Coefficients	T	p-value	Remark
	B	Std. Error	Beta			
(Constant)	-.034	.097		.343	.744	
Instructional Supervision.	.690	.037	.698	18.448	.03	Positive
Clinical Supervision.	.687	.030	.684	17.675	.03	Positive
Developmental Supervision.	.612	.031	.698	16.310	.03	Positive
Collaborative Supervision.	.626	.033	.623	18.142	.02	Positive
Summative Supervision.	.616	.032	.622	18.041	.02	Positive

Model

Teachers job performance = constant + β1 Instructional Supervision + β2 Clinical Supervision + β3 Developmental Supervision + β4 Collaborative Supervision + β5 Summative Supervision.

Teachers job performance = -.034; + .690 Instructional Supervision + .687 Clinical Supervision + .612 Developmental Supervision + .626 Collaborative Supervision + .616 Summative Supervision

- a. Dependent Variable: Teachers job performance
- b. Predictors: (Constant), Instructional Supervision, Clinical Supervision, Developmental Supervision, Collaborative Supervision, Summative Supervision.

Result in Table 3 showed that the regression coefficient (β) of .690, .687, .612, .626, and .616 for Instructional Supervision, Clinical Supervision, Developmental Supervision, Collaborative Supervision, and Summative Supervision, technique had statistically significant and positive relationship with teacher's job performance ($p < 0.03$). This showed that there was a significant relationship between Instructional Supervision, Clinical Supervision, Developmental Supervision, Collaborative Supervision, and Summative Supervision technique and teacher's job performance in Ovia North East Local Government Area, Edo State.

Research Question four: Is there a difference in the relationship between principals' supervisory techniques and teachers' job performance based on principals' experience and gender in public senior secondary schools in Ovia North East LGA of Edo State?

Table 4: Pearson's correlation of relationship between principal supervisory technique and teachers job performance based on experience

Variable	N	Pearson r	Sig (2 Tail)	Decision
Older Principal	5	.886	.763	Rejected
Younger Principal				

Table 5: Pearson's correlation of relationship between principals' supervisory techniques and teachers job performance based on Gender.

Variable	N	Pearson r	Sig (2 Tail)	Decision
Male Principal	5	.873	.744	Rejected
Female Principal				

The analysis in Table 4 and 5 showed the pearson's correlation of relationship between principals' supervisory techniques and Teachers Job performances in Ovia North East Local Government, based on Principals year of experience and Gender; the analysis revealed a pearson correlation of .886 for Year of experience and .873 for Principal Gender, with a corresponding P-Value of .763 and .744 respectively at .05 alpha level. Since the P-value of .763 and .744 is less than the r-value of .886 and .873; this show that

there is no difference in the in the relationship between principals' supervisory techniques and teachers' job performance based on principal's years of experience and sex in public senior secondary schools in Ovia North East Local Government Area of Edo State.

Discussion of Findings

The findings in research question one revealed significant insights into the influence of principals' supervisory techniques on teachers' job performance in public senior secondary schools in Ovia North East Local Government Area, Edo State. The analysis showed that principals' use of various supervisory techniques namely instructional, clinical, developmental, collaborative, and summative supervision has a positive impact on teachers' job performance. These results align with previous studies, confirming the role of effective supervision in improving teacher effectiveness and student outcomes.

The finding in research question two showed that 90.72% of teachers affirmed the effectiveness of instructional supervision in enhancing job performance is consistent with earlier research by Igwe (2015), which highlighted classroom observation and feedback as vital elements in improving instructional delivery. Teachers acknowledged that regular classroom visits, constructive feedback, and one-on-one coaching enhanced their teaching skills, confirming that instructional supervision creates a foundation for continuous improvement in instructional practices.

The unanimous affirmation (100%) of clinical supervision as a driver of improved job performance further supports existing literature that views systematic classroom observations and collaborative planning as pivotal for instructional success. This aligns with the findings of Ajani and Adetola (2016), who observed that clinical supervision not only strengthens teaching strategies but also fosters a partnership between principals and teachers to address instructional challenges collaboratively.

Regarding developmental supervision, 72.13% of teachers agreed that this technique, which involves mentorship and encouraging innovation, positively influenced their performance. This aligns with Udo and Oladejo (2017), who posited that developmental supervision motivates teachers by focusing on personalized professional growth and fostering autonomy. However, the relatively lower percentage compared to other techniques suggests that developmental supervision may not be fully optimized in some schools, possibly due to resource constraints or lack of training opportunities.

The 100% affirmation of collaborative supervision as a significant contributor to job performance highlights the importance of teamwork and shared learning in the teaching profession. Teachers recognized that creating an open, supportive environment where they can share challenges and collaborate with colleagues improves morale and instructional effectiveness. These findings mirror those of Nwachukwu (2018), who emphasized the role of collaboration in building a strong professional community among teachers.

Similarly, the high rating of summative supervision, affirmed by 94.08% of teachers, underscores the relevance of performance evaluations and formal feedback in enhancing job performance. This finding is in line with Obi and Akinbode (2019), who found that summative evaluations provide clarity and direction for teachers, helping them identify specific areas for improvement and align their performance with institutional goals.

The regression analysis in Table 3 for research question three further confirmed the statistically significant relationship between all five supervisory techniques and teachers' job performance, reinforcing the importance of diverse supervisory strategies in improving educational outcomes. This finding corroborates the work of Omotayo and Adeyemi (2020), who found that a multifaceted approach to supervision yields better teacher performance than relying on a single technique. Additionally, the Pearson correlation analysis revealed no significant difference in the relationship between principals' supervisory techniques and teachers' job performance based on principals' years of experience or gender. This indicates that the effectiveness of supervision is not determined by these variables, a finding that supports studies by Eze and Afolabi (2019), who concluded that leadership effectiveness is more influenced by skills and strategies than demographic factors.

The findings for research question four highlight that principals' supervisory techniques significantly enhance teachers' job performance, regardless of the principals'

demographic characteristics, such as gender or years of experience. This indicates that the effectiveness of supervisory methods transcends individual traits, underscoring the importance of structured and skill-based approaches to supervision. These results align with studies like Okoro and Eze (2015), which found that consistent implementation of supervisory techniques positively impacts teachers' instructional competence and overall performance. Similarly, Adepoju (2018) emphasized that employing diverse supervision strategies fosters teacher development and classroom efficiency. The study reinforces the need for principals to prioritize adaptable and inclusive supervisory practices to ensure sustained teacher effectiveness. It also suggests that educational administrators focus on equipping principals with the necessary skills to implement various supervisory techniques, which can contribute to improved educational outcomes across schools. This finding reaffirms the universal relevance of supervision in enhancing teaching quality.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

Summary

The study explored the relationship between principals' supervisory techniques and teachers' job performance in public senior secondary schools in Ovia North East Local Government Area, Edo State, using data collected from 55 teachers and 5 principals. It examined how instructional, clinical, developmental, collaborative, and summative supervisory techniques influence teachers' performance in areas such as instructional competence, classroom management, lesson note preparation, student assessment and feedback, and communication skills.

Summary of the Findings

The findings showed that;

- Principal instructional supervision techniques, such as classroom visits, constructive feedback, and coaching, significantly improve teachers' job performance.
- Clinical supervision, involving focused classroom observations and collaborative planning, is highly effective in enhancing teaching practices.
- Developmental supervision, which includes mentorship opportunities and encouragement of innovative teaching practices, positively influences teachers' professional growth.

- Collaborative supervision, characterized by teamwork and a supportive environment, enhances instructional effectiveness and fosters teacher collaboration.
- Summative supervision, including regular performance evaluations and formal feedback, improves teachers' adherence to instructional standards and helps identify areas for improvement.
- Principals rated teachers' job performance highly across indices such as instructional competence, classroom management, lesson note preparation, student assessment and feedback, and communication skills.
- Regression analysis demonstrated a statistically significant and positive relationship between instructional, clinical, developmental, collaborative, and summative supervisory techniques and teachers' job performance.
- There were no significant differences in the relationship between principals' supervisory techniques and teachers' job performance based on principals' years of experience or gender, as revealed by Pearson correlation analysis.

Conclusion

This study concluded that principals' supervisory techniques, including instructional, clinical, developmental, collaborative, and summative supervision, have a significant positive impact on teachers' job performance in Ovia North East Local Government Area, Edo State. The findings show that these supervisory methods enhance teachers' instructional competence, classroom management, lesson preparation, student

assessment, and communication skills. The high rating of teachers' performance by principals indicates the effectiveness of these techniques. The study underscores the importance of principals adopting diverse and effective supervisory practices to improve teaching quality and achieve better educational outcomes.

Recommendations

Based on the findings of this study, the following recommendations are made:

- I. Principals should undergo regular training and professional development to improve their supervisory techniques, particularly in areas such as instructional, clinical, and developmental supervision, to better support teachers' professional growth and improve teaching practices.
- II. Schools should encourage principals to create a more collaborative environment, where teachers can work together, share ideas, and support one another. This could be achieved through team-building activities and regular peer interactions.
- III. Principals should offer more mentorship opportunities for teachers, especially for novice or struggling educators. This would provide guidance, enhance instructional practices, and foster professional development.
- IV. Principals should conduct regular summative evaluations to assess teachers' performance and provide constructive feedback. This will help identify areas for improvement and foster accountability.

- V. Schools should work to improve communication between teachers and principals, ensuring that teachers feel comfortable discussing challenges and seeking guidance. Open communication is key to effective supervision and teacher development.
- VI. Educational authorities should regularly monitor and evaluate the effectiveness of principals' supervisory practices to ensure they align with best practices and contribute to improved teacher performance.

By implementing these recommendations, schools in Ovia North East Local Government Area, and similar regions, can foster a more supportive and effective teaching environment that enhances teachers' job performance and contributes to overall educational improvement.

Suggestion for Further Studies

Future studies could explore the impact of specific principal supervisory techniques on students' academic performance to better understand the broader effects of supervision. Additionally, research could examine the role of external factors such as school resources and community involvement in shaping the effectiveness of principal supervision. Comparative studies between different regions or educational systems could also provide valuable insights into the generalizability of these findings.

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APPENDIX

QUESTIONNAIRE

Department of Educational
Management,
Faculty of Education
University of Benin,
Edo State.

Dear Respondent,

LETTER TO REpondENTS

I am a final year student carrying out an Investigation into “Principal’s Supervisory Techniques and Teachers Job Performance in Ovia North East LGA, Edo State”. The study is purely for academic purposes.

I am soliciting for your co-operation by answering the questions in this questionnaire. The responses are going to be treated as confidential.

Thanks for your anticipated co-operation.

Yours sincerely,

Precious Obehi
Researcher.

PRINCIPAL SUPERVISORY TECHNIQUE QUESTIONNAIRE (PSTQ)

(To be filled by the Teacher)

Instruction: Respondents are humbly requested to approach each item by ticking (√) in one of the following spaces stipulated below.

SECTION A:

Ages: 24 - 34 (), 35 - 45 (), 46 - above ()

Years of Service: 1 – 5 years (), 6 – 10 years (), 11 and Above

Name of School: _____

SECTION B: INDICIES OF PRINCIPAL SUPERVISORY TECHNIQUE

S/N	ITEMS	SA	A	D	SD
A	INSTRUCTIONAL SUPERVISION				
1	Principal regularly visit classrooms to observe instructional practices, teaching methods, and student engagement.				
2	Principal provide constructive feedback and engage in one-on-one coaching sessions after classroom observations.				
3	Principals instructional supervisory technique increases teacher's job performance				
B	CLINICAL SUPERVISION	SA	A	D	SD
4	Principal conduct focused and systematic observations during classroom sessions to assess teaching practices.				
5	Principal collaborate with teachers to create actionable plans for addressing areas of improvement.				
6	Clinical supervisory technique from principal increases teachers job performance				
C	DEVELOPMENTAL SUPERVISION	SA	A	D	SD
7	Principal provide mentorship opportunities to support teachers' growth and development.				
8	Principal encourage teachers to take initiative and adopt innovative teaching practices.				
9	Developmental supervisory technique from principal increases teachers job performance				
D	COLLABORATIVE SUPERVISION	SA	A	D	SD
10	Principal encourage teachers to work together and exchange ideas to improve instructional practices.				

11	Principal create an open and supportive environment where teachers feel comfortable discussing challenges.				
12	Collaborative supervisory technique from principal increases teachers job performance				
E	SUMMATIVE SUPERVISION	SA	A	D	SD
13	Principal conduct regular performance evaluations to assess teachers' adherence to instructional standards.				
14	Principal provide formal feedback through performance appraisals to help teachers identify improvement areas.				
15	Summative supervisory technique from principal increases teachers job performance				

TEACHER'S JOB PERFORMANCES QUESTIONNAIRE (TJPQ)
(To be filled by the Principal)

SECTION A:

Ages: 24 - 34 (), 35 - 45 (), 46 - above ()

Years of Service: 1 – 5 years (), 6 – 10 years (), 11 and Above

Name of School: _____

SECTION B: INDICIES OF TEACHER'S JOB PERFORMANCES

S/N	ITEMS	SA	A	D	SD
A	WRITING OF LESSON NOTE				
1	Teachers prepares lesson note before class				
2	Teachers makes use of lesson note during class				
B	INSTRUCTIONAL COMPETENCE				
3	Teachers effectively deliver lessons in a structured, engaging, and understandable manner, ensuring alignment with curriculum goals.				
4	Teachers maintain a conducive learning environment by effectively managing classroom dynamics and addressing student needs.				
C	STUDENT'S ASSESSMENT AND FEEDBACK				
5	Teachers are able to break down difficult topic into smaller topic for easy understanding				
6	Teachers ask students question in class while teaching to know if they are paying attention				
D	CLASSROOM MANAGEMENT SKILLS				
7	Teachers are able to keep students from noise making during class sessions				
8	Teachers are able to discipline students who violate classroom ethics				
E	COMMUNICATION SKILLS				
9	Teachers communicate lesson objectives and concepts clearly, ensuring students understand the material.				
10	Teachers actively engage students in discussions and respond effectively to their questions and concerns.				

SAMPLE SIZE OF THE STUDY

S/N	NAME OF SCHOOLS	POPULATION OF TEACHERS	SAMPLE SIZE (30%)
1	EKOSODIN SECONDARY SCHOOL	41	12
2	ISHIOR COMMUNITY HIGH SCHOOL	32	10
3	OLUKU SECONDARY SCHOOL	44	13
4	ARMY DAY COMPREHSNIVE HIGH SCHOOL	30	9
5	IDUMWINA SECONDARY SCHOOL	38	11
	TOTAL	185	55

Source: Edo state Ministry of Education 2024