

# Principals' Supervisory Techniques and Teachers' Job Performance in Public Senior Secondary Schools in the Federal Capital Territory (FCT), Abuja-Nigeria

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**Abstract:** This study examined principals' supervisory techniques and teachers' job performance in public senior secondary schools in the Federal Capital Territory (FCT), Abuja-Nigeria. Seven hypotheses guided the study and were tested at 0.05 level of significance. A descriptive survey research method was adopted for the study. The sample size for the study was 270 teachers but 269 teachers returned their questionnaire. To obtain the sample size 18 schools were selected by stratified random sampling of all the schools in the six area councils within the Federal Capital Territory (FCT), Abuja on the basis of three schools per Area Council. The subjects of the study were chosen by simple random sampling of each of the selected secondary schools on the basis of 15 teachers per school. The instrument for the study was a two researcher's structured questionnaire titled: "Principals' Supervisory Techniques Questionnaire" (PSTQ) and "Teachers' Job Performance Questionnaire" (TJPQ). Two statistical methods were employed in the data analysis: the mean score and the standard deviation (SD) which were used to answer the research questions. The findings of the study reveal that principals in public senior secondary schools in the FCT, Abuja adopt various supervisory techniques in managing their schools. However, it is recommended among others that principals in public senior secondary schools in the FCT, Abuja should continuously employ and adopt various supervisory techniques so as to enhance teachers' positive job performance

**Keywords:** Principals' supervisory techniques, teachers' job performance, public secondary schools, Nigeria



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## Introduction

Educational supervision is the employment of supervisory strategies in order to effectively implement educational objectives and goals, making it achievable, which results in improved students' academic performance. According to Ogba & Igu (2014), supervision has been identified as one of the approaches to teacher effectiveness and performance. Ogbo (2015) defined supervision as the maximum development of the teacher into the most professionally efficient and

effective person he/she is capable of becoming. This definition recognizes that a teacher has potentials that needed help, guidance and directing for maximal utility. Walker (2016) & Clark (2015) on the other hand sees supervision as a task of improving instruction through regular monitoring and in-service education of teachers. These definitions therefore, according to Eya & Leonard (2012) indicated that supervision is all about promoting leadership and teachers' growth in educational practices. Gordon & Ross-Gordon (2011) described supervision as a service activity that exists to help teachers do their job effectively and efficiently. Generally, according to Mecgley (2015), the major function of the supervisor is to assist others to become efficient and effective in the performance of their assigned duties. According to Oyedeji (2012), the functions of school supervisors for effective supervision include: making classroom visits, supervising heads of departments and teachers by checking their scheme of work and lesson notes, checkmating teachers' classroom attendance, checking absenteeism and rewarding hardworking teachers and punishing indolent ones by assigning administrative duties to them as means of encouraging them to do the right things at the right time.

Supervision of instruction on its own is an integral part of educational administration and a tool utilized in educational administration to achieve the goals and objectives of the educational system. Supervision of instruction has become very necessary in recent times because of the importance attached to education and the desire to improve the quality of education. According to Osakwe (2010), supervision of instruction is concerned with the provision of professional assistance and guidance to teachers and students geared towards the achievement of effective teaching and learning in the school. Teachers' adequacy or performance is referred to, as far as emphasis on students' results and performance is concerned. This implies that, teaching and learning in the classroom are concerned with the advancement of better students' moral and academic performance. A teacher is successful in the event that he/she can perform the set objectives and selected activities as per school goals; this is what is referred to as teachers' job performance. Job performance is actually about encompassing all sort of activities to be done for gaining certain outcomes and set targets. It refers to the degree at which teachers discharge their primary duty of teaching and learning, as well their general attitude towards the teaching profession and her activities (Owan, 2018). According to Oko, Umosen and Caleb (2015), teachers' job performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession.

Teachers' job performance could be measured by their ability of transferring knowledge to students, achieved via different pedagogical methods, tested by the academic performance of students in external or internal examinations. A study conducted by Nompula (2012) showed that it was possible to integrate theory with practice within one art subject by teaching theoretical work in the context of practical work to have an enhanced teacher's performance. This could be achieved by the use of supervisory demonstration strategy for teachers by their principals since most likely, the principals are more experienced on the job. Maforah and Schulze (2012) noted that principals enjoyed intrinsic aspects of their work and positive interpersonal relations at their schools. He opined that this phenomenon should be taken advantage of in the supervision of their teachers for better job performance. However, low level of supervision practices may be the precursors of teachers' non-professionalism, which further points to the importance of better supervision practices (Adetula, 2005). Therefore, effective and efficient teaching demands supreme supervision practices by school managers i.e. principals (Wildman, 2015). Yunus (2012) found that educational supervision is a dynamic process in education aiming at improving the quality of teaching and learning carried out by a better experienced individual.

The principal as a supervisor provides a professional guidance to teachers in order to improve their competencies for effective teaching process to enhance the learning and growth of the students evidenced in their academic performance. The school principal in carrying out their duties as the administrative head, assist the teachers to perform effectively in the areas of

preparation of lesson plan and lesson notes before lesson delivery, good use of instructional methods and teaching aids, keeping and maintaining of school records, classroom management, among others which in turn aids students' academic performance. Ikegbusi (2014) buttressing the need for principals' supervision of teachers, where he opined that teachers teach, train and process students to acquire the necessary life skills that would enable them survive and contribute meaningfully to the society they belong. Teachers cannot effectively and efficiently execute the above duties without themselves being properly and adequately educated, provided for and monitored. In the school system, the duty of administration falls upon the principal. He co-ordinates and organizes the entire organs of the school towards the achievement of stated goals of the institution. Being top on the hierarchy, his activities directly or indirectly affect every other factor within the system; the teachers, students and other non-teaching personnel. Principals' role performance largely determines the effectiveness of the teachers in the performance of their job. In fact, his dealings transcend the boundary of school to government agencies like the school board, education commission as well as the host community. Each of these bodies has a role expectation of the principal and he must successfully pilot the boat of the school to fulfillment of the goals expected.

A leader, therefore, does not only set goal; he influences people to work willingly towards the achievement of these goals which is entwined in supervision. In other words, the willingness of the people to follow him/her makes a person a leader. In the school system, the leadership roles of the principal are demonstrated in his activities such as planning, coordination, supervision, decision-making and motivation of staff and these are what distinguish him as the head. It is very clear that where there is good educational planning, cogent school programs, adequate staffing and facilities, what is most needed is good leadership role performance to co-ordinate all these for success. If the leadership fails, every other resource fails. The principal is the leader and as Adesina, Ayo and Uyinomen, (2010) observes, the leader in any group is considered as having the best ideas, possessing the greatest understanding of situations and providing the best guidance, in line with the foregoing, he is expected to have and utilize supervisory strategies, if the school's goals and objectives must be achieved.

Iloh, Nwaham, Igbiniedion and Ogogor (2016) listed the variety of supervisory techniques to include: classroom visitation/ observation, inter/intra school, team teaching practices, workshops, demonstration, clinical supervision and micro-teaching among others. This is also in line with Ani (2007) who outlined supervisory techniques to include the following; classroom visitation, micro-teaching, research approach, workshop, demonstration technique and tape recording. Onyeike and Nwosu (2018) indicates that supervision could be both external and internal. From the ongoing, it is obvious that the importance of principals' supervision of teachers in today's educational system cannot be over emphasized if effective teacher' job performance that would result in students' positive academic performance, especially at the senior secondary school level must be achieved. It is on this premise that this study seeks to examine principals' supervisory techniques and teachers' job performance in senior secondary schools in FCT – Abuja, Nigeria.

### **Statement of Problem**

The need for an effective educational supervision in today's education industry cannot be questioned. This is because of the falling standard of education in Nigeria, which is giving more concern than satisfaction. The need to improve teaching and learning capabilities of teachers and students is often the basis for supervision in the educational organization. Numerous recent studies have indicated that today's education instructors (teachers) in countless nation-states around the globe are facing a number of education-related challenges that are making it difficult for them to achieve educational goals and objectives than ever before. This has called for survival measures of education all over the world, as all organizations continuously strive for sustainable development and survival with no let up. Responding to this scenario, Nzabonimpa (2011)

suggests that this survival can basically be ensured through adequate work supervision as one of strategic survival approaches. And if principals as school administrators in any school must achieve set and targeted goals times like this, they must contend and ensure that objectives are met and that teachers learn how to enhance their performance through regular appraisals and supervision.

However, astute observations, articles and repeated educational research studies indicate that there is an ongoing decline of supervision in schools throughout the globe today, which could have resulted to the decline in teachers' job performance (Nzabonimpa, 2011). Teachers in Nigeria generally have been found by Owan (2018) to be ineffective in their work performance of instructional duties which has gone further to affect students' academic performance. The poor performance of students in standardized and norm-referenced examinations is an indicator that teachers' work performance may have contributed to this ill situation (Al-Omari, 2008). It was generally perceived that teachers' attitude to work was one of the major factors in the decline in students' educational achievement and performance. The question of poor performance of students in examinations have been attributed to the poor performance of teachers.

Work performance of teachers in senior secondary schools in the FCT to an extent depends on principals' various adopted supervisory techniques. This is so because, supervisory techniques aim at correcting observed lapses of teachers with a view to achieving the stated goals and objectives. To this extent, principals have been known to constitute problem to effective teaching by their supervisory techniques, which have affected teachers' job performance in one way or the other. This position is supported by earlier studies (Ikegbusi and Eziamaka, 2016; Ogbo, 2015; Ofojebe, Chukwuma, and Onyekwe, 2016) who stated that principals have been observed to be engrossed with administrative duties rather than instructional supervision, which is purposed to support teachers' development in professional skills and techniques in order to help students learn better and perform well. Principals' instructional supervisory techniques in senior secondary schools is primarily aimed at improving teachers' instruction and hence students' academic performance, however, students' poor academic performance raises concerns as to whether the supervisory techniques adopted by principals are effective in senior secondary schools in the FCT-Abuja, Nigeria. As these techniques are expected to provide effective supervision of instruction services by motivating, stimulating and consulting with teachers in order to improve students' academic performance. Therefore, the problem of this study is to assess principals' supervisory techniques and teachers' job performance in senior secondary schools in FCT – Abuja, Nigeria.

### **Purpose of the Study**

The main purpose of this study is to ascertain whether or not principals' uses of supervisory techniques have influence on teachers' level of job performance in senior secondary schools in the FCT – Abuja, Nigeria.

The following null-hypotheses was tested at 0.05 level of significance:

H<sub>01</sub>: There is no significant relationship between principals' use of the various supervisory techniques and teachers' level of job performance in senior secondary schools in the FCT – Abuja, Nigeria.

H<sub>02</sub>: There is no significant relationship between principals' uses of the classroom observation technique and level of teachers' job performance in senior secondary schools in the FCT – Abuja, Nigeria.

H<sub>03</sub>: There is no significant relationship between principals' workshop technique and level of teachers' job performance in senior secondary schools in the FCT – Abuja, Nigeria.

H<sub>04</sub>: There is no significant relationship between principals' use of the demonstration technique and level of teachers' job performance in senior secondary schools in the FCT – Abuja, Nigeria.

H<sub>05</sub>: There is no significant relationship between principals' clinical supervision technique and level of teachers' job performance in senior secondary schools in the FCT – Abuja, Nigeria.

H<sub>06</sub>: There is no significant relationship between principals' use of the inter-school visitation technique and level of teachers' job performance in senior secondary schools in the FCT – Abuja, Nigeria

H<sub>07</sub>: There is no significant relationship between principals' use of the micro-teaching technique and teachers' job performance in senior secondary schools in the FCT-Abuja, Nigeria.

### **Theoretical Framework**

The study was based on and guided by Symbolic Interactionism theory coined by Blumer (1969), as a relevant theory fitting to explain how and why teachers' work performance can be influenced by principals' general and instructional supervisory practices. Essentially, Blumer believed that symbolic interactionism was a method of constructing meaning from social interactions. Symbolic interactionism emphasizes interactions among people, the use of symbols in communication and interaction, and the reality of self as constructed by others through communication and interaction with one another. Needless to say, supervision by nature is a process and by so being, it involves social interaction of the supervisor (the principal, in this context) and the (supervisee) teacher throughout the process, which is from pre-conference observation, observation and post-conference observation. It is worth noting that Blumer's (1969) structure of symbolic interactionism rests upon three core premises/assumptions:

- i. People act toward things, including human beings, on the basis of the meanings they have for them.
- ii. These meanings are derived through social interaction with others.
- iii. These meanings are managed and transformed through an interpretive process.

And finally, the meanings prompt the person to action by making a change. Participants in the study were expected to share their past supervisory experiences by means of which they attached value and meaning to supervision. As the principals and teachers expressed their experiences during supervision process or research study, they were, in essence, engaging in the process of communication, creating meanings, and being prompted to act (Blumer, 1969). Emphasizing the role of interaction, Hunsaker and Hunsaker (2009), assert that communication, in other words interaction, is the process of sending a message to another person with the intent of evoking an outcome or a change in behavior. To communicate is to influence the actions of people and to change their attitudes (Barasa, 2007). Since perspectives are the central concept of Symbolic Interactionism theory, secondary school teachers' perspectives of supervision were taken into account in the study.

### **Methodology**

The research design for the study is descriptive survey method. The population for this study comprised all the 4,245 teachers located in the fifty seven senior secondary schools spread across the six Area Councils of the FCT, Abuja. The sample size for the study was 270 teachers but 269 teachers returned their questionnaire. To obtain the sample size 18 schools were selected by stratified random sampling of all the schools in the six area councils within the Federal Capital Territory (FCT), Abuja on the basis of three schools per Area Council. The subjects of the study were chosen by simple random sampling of each of the selected secondary schools on the basis of 15 teachers per school. The instrument for the study is two researcher's structured questionnaire titled: "Principals' Supervisory Techniques Questionnaire" (PSTQ) and Teachers' Job Performance Questionnaire (TJPQ). This was pilot tested using 20 teachers from 5 private senior secondary schools in Gwagwalada Area Council of FCT, Abuja. These schools were excluded



from the study. The reliability of the instrument of the study was ascertained using the split-half method and analyzed using the Pearson Product Moment Correlation to obtain the reliability coefficient of the instrument. The Pilot test yielded reliability coefficients of 0.72 and 0.86 respectively. Since reliability coefficient of between 0.60 and 0.79 signifies high reliability (Imam, 2003). The questionnaires were accepted as reliable for the study. The multiple Regression Analysis was used to test hypothesis 1 while, the Pearson Product Moment Correlation was used to test hypotheses 2 to 6 in order to determine the relationship between each of the variables of principals' supervisory techniques and level of teachers' job performance. The decision rule is that, the calculate  $r$  value of 0.50 and above was accepted as significant relationship, while below 0.50 was interpreted as not significant.

## Results

### Hypotheses

**Ho<sub>1</sub>:** There is no significant relationship between the various principals' supervisory techniques and teachers' level of job performance in senior secondary schools in the FCT – Abuja, Nigeria.

Table 1 shows the relationship between the various principals' supervisory techniques and teachers' level of job performance in senior secondary schools in the FCT – Abuja, Nigeria.

**Table 1: Multiple Regression Analysis of the Relationship between the adopted Principals' Supervisory Techniques and Teachers' Job Performance**

Independent Variables	Coefficient of Regression R	R <sup>2</sup>	Model	Sum of Squares	Df	F-Ratio	Critical Value of F @0.05 level of Sig.
Classroom observation	.110	.056	Regression	3.134	5	3.305	1.715
Workshop	.123						
Demonstration	.057						
Clinical supervision	-.012		Residual	124.513	244		
Inter-school visitation	.006		Total	135.647	249		
Micro-teaching	.050						

*\*Dependent variable; teachers' job performance\**

Table 1 shows the multiple regression analysis of the relationship between principals' adopted supervisory techniques and teachers' job performance. The coefficients of regression of principals' supervisory techniques indicate that there is an inverse relationship between principals' adoption of supervisory techniques and the clinical supervision approach which is  $r = -.012$ . This is followed by the workshop technique with  $r = .123$ . The classroom observation technique has  $r = .110$ , followed by the demonstration and micro-teaching techniques with  $r = .057$  and  $.050$  respectively. Inter-school visitation technique has the least relationship with teachers' job performance with  $r = .006$ . In terms of variance, the R Square is .056 which indicates that only about 5.6% of teachers' job performance can be explained by their principals' adoption of supervisory techniques. What this implies is that there are other extraneous factors that contribute to teachers'

job performance in addition to their principals' adoption of the various supervisory techniques. The calculated F. Ratio of 3.305 was significant at 0.05 level of significant and is higher than the tabulated F-Ratio @) 1.715. Therefore, it can be concluded that the hypothesis which states that there is no significant relationship between the various principals' supervisory techniques and teachers' job performance is hereby rejected. In other words, there is significant relationship between the various principals' supervisory techniques and teachers' job performance.

**H<sub>02</sub>:** There is no significant relationship between principals' use of the classroom observation technique and teachers' job performance in senior secondary schools in the FCT – Abuja, Nigeria.

**Table 2: Relationship between Principals' use of the Classroom Observation Technique and Teachers' Job Performance**

Variables	$\bar{x}$	SD	Cal. r-value	p-value	Decision		
Classroom Observation Technique	3.12	0.82	0.803	0.002	Sig.		
Teachers' job performance	2.82	0.94					

Table 2 shows the calculated r-value (0.803) while the p-value (0.002) is less than the significance level (0.705). Hence, the main hypothesis is rejected. This shows that there was a significant relationship between principals' use of the classroom observation technique and teachers' job performance in senior secondary schools in the FCT – Abuja, Nigeria. Therefore, the hypothesis which stated that there is no significant relationship between principals' use of the classroom observation technique and teachers' job performance in senior secondary schools in the FCT – Abuja, Nigeria is hereby rejected. For sure the more principals uses the classroom observation strategy, the more the level of teachers' job performance that enhances their productivity.

**H<sub>03</sub>:** There is no significant relationship between principals' use of workshop technique and teachers' job performance in senior secondary schools in the FCT – Abuja, Nigeria.

**Table 3: Relationship between Principals' Principals' Use of Workshop Technique and Teachers' Job Performance**

Variables		$\bar{x}$	SD	Cal. r-value	p-value	Decision	
Workshop technique		3.12	0.79	0.721	0.007	Sig.	
Teachers' job performance		2.82	0.94				

The results of the data analysis revealed a coefficient of relationship of ( $r=0.721$ ) between principals' use of the workshop technique and teachers' job performance in public senior secondary schools which revealed a significant relationship between the variables. The p-value (0.007) is less than the 0.05 level of significant. Therefore, the hypothesis which stated that there is no significant relationship between principals' use of workshop technique and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria is hereby rejected.

**H<sub>04</sub>:** There is no significant relationship between principals' use of the demonstration technique and teachers' job performance in senior secondary schools in the FCT – Abuja, Nigeria.

**Table 4: Relationship between Principals' use of the Demonstration Technique and Teachers' Job Performance**

Variables	$\bar{x}$	SD	Cal. r-value	p-value	Decision
Demonstration technique	3.01	0.94	0.615	0.005	Sig.
Teachers' job performance	2.82	0.94			

The results of the data analysis revealed a coefficient of relationship of ( $r=0.615$ ) between principals' use of the demonstration technique and teachers' job performance in public senior secondary schools which revealed a significant relationship between the variables. The p-value (0.005) is less than the 0.05 level of significant. Therefore, the hypothesis which stated that there is no significant relationship between principals' use of demonstration technique and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria is hereby rejected.

H<sub>05</sub>: There is no significant relationship between principals' clinical supervision technique and level of teachers' job performance in senior secondary schools in the FCT – Abuja, Nigeria.

**Relationship between Principals' Use of Clinical Supervision Strategy and Teachers' Job Performance**

Variables	$\bar{x}$	SD	Cal. r-value	p-value	Decision
Clinical supervision technique	2.78	0.90	0.444	0.000	Sig.
Teachers' job performance	2.82	0.94			

The results of the data analysis revealed a coefficient of relationship of ( $r=0.444$ ) between principals' use of the clinical supervision technique and teachers' job performance in public senior secondary schools which revealed a significant relationship between the variables. The p-value (0.000) is less than the 0.05 level of significant. Therefore, the hypothesis which stated that there is no significant relationship between principals' use of clinical supervision technique and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria is hereby rejected.

H<sub>06</sub>: There is no significant relationship between principals' use of the inter-school visitation technique and level of teachers' job performance in senior secondary schools in the FCT – Abuja, Nigeria

**Table 6: Relationship between Principals' use of the Inter-School Visitation Technique and Teachers' Job Performance**

Variables	$\bar{x}$	SD	Cal. r-value	p-value	Decision
Inter-school visitation technique	2.76	0.97	0.615	0.002	Sig.
Teachers' job performance	2.82	0.94			

The results of the data analysis revealed a coefficient of relationship of ( $r=0.615$ ) between principals' use of the inter-school visitation technique and teachers' job performance in public



senior secondary schools which revealed a significant relationship between the variables. The p-value (0.002) is less than the 0.05 level of significant. Therefore, the hypothesis which stated that there is no significant relationship between principals' use of inter-school visitation technique and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria is hereby rejected.

H<sub>07</sub>: There is no significant relationship between principals' use of the micro-teaching technique and teachers' job performance in senior secondary schools in the FCT-Abuja, Nigeria.

**Table 7: Relationship between Principals' use of the Micro-Teaching Technique and Teachers' Job Performance**

Variables		$\bar{x}$	SD	Cal. r-value	p-value		Decision	
Micro-teaching technique		2.79	1.01	0.507	0.003		Sig.	
Teachers' job performance		2.82	0.94					

The results of the data analysis revealed a coefficient of relationship of ( $r=0.507$ ) between principals' use of the micro-teaching technique and teachers' job performance in public senior secondary schools which revealed a significant relationship between the variables. The p-value (0.003) is less than the 0.05 level of significant. Therefore, the hypothesis which stated that there is no significant relationship between principals' use of micro-teaching technique and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria is hereby rejected.

### Discussion

School administrators in the FCT senior secondary schools adopts various supervisory techniques which include: classroom observation approach, workshop approach, demonstration approach, clinical supervision approach, inter-school visitation approach and micro-teaching approach. The teachers positively rated their principals and performs well on their job. Generally, what the results of the analysis showed is that principals often use various supervisory techniques to enhance teachers' job performance in the FCT senior secondary schools. This confirms Gordon and Ross-Gordon (2011) who asserted that people will perform better in their job effectively if they are well supervised. What this implies is that favorable teachers' job performance can be brought about by effective principals' supervisory techniques.

The findings showed that majority of the teachers agreed that their principals uses the supervisory techniques that enhances their job performance in the FCT senior secondary school. This is supported by Maforah and Schulze (2012) noted that principals enjoyed intrinsic aspects of their work and positive interpersonal relations at their schools. The authors opined that this phenomenon should be taken advantage of in the supervision of their teachers for better job performance. However, low level of supervision practices may be the precursors of teachers' non-professionalism, which further points to the importance of better supervision practices (Adetula, 2005).

The study also found out that the level of job performance of teachers' in the FCT senior secondary schools is good. Oyedeji (2012) also revealed that principals' supervisory techniques, leadership and communication competences are significantly related to teachers' work performance in terms of instructional delivery, attendance to classes, lesson notes writing, and record keeping respectively. The study found out that significant relationship exists between principals' adoption of supervisory techniques and teachers' level of job performance in senior secondary schools in the FCT-Abuja, Nigeria. This is opined by Osakwe (2010) that supervision of instruction is concerned with the provision of professional assistance and guidance to teachers

and students geared towards the achievement of effective teaching and learning in the school. This confirms the assertion of Oko, Umosen and Caleb (2015) that teachers' job performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession through principals' use of supervisory techniques.

The school principal as the instructional leader is entrusted with the responsibility of improving the quality of instructional delivery through adequate supervision of teachers. To support this, Ikegbusi (2014) stated that the school principals are the management whose responsibility is to provide variety of supervision techniques for teachers to see the need for change, plan for change and practice new behaviour for effective teaching and learning. The principal as the instructional leader of secondary schools is saddled with the responsibility to get things done by mobilizing the efforts of other people (teachers) in the school. It becomes imperative that principals' supervisory behavior must be adequately positioned for effectiveness and efficiency to influence teachers in their job tasks. Oyediji (2012) focused on the role of supervision in maintaining and improving the standard of education in Nigerian secondary schools. The study highlights that effective supervision is crucial for achieving quality education, emphasizing the need for a robust supervisory climate within schools. This includes classroom visits, checking teachers' work, and addressing issues like absenteeism. Furthermore, the study touches upon the importance of both internal and external supervision, with internal supervision being carried out by school administrators and external supervision by government or delegated agents.

This desired expectation in education could be achieved through effective supervision which creates the awareness of sound education philosophies in teachers and by employing various strategies to enhance teachers' job tasks. However, it must be noted that there are other aspects of principals' supervisory techniques that are required outside the aforementioned areas which can influence teachers' job performance.

## **Conclusion**

The study's findings indicated that the job performance of senior secondary school teachers in the Federal Capital Territory is high. What this finding means is that the various supervisory techniques employed by the FCT senior secondary school principals to enhance their teachers' job performance are favored and liked by the teachers, hence they exhibit positive job performance and are productive on the job.

## **Recommendations**

The following are the recommendations of the study:

1. School administrators should continuously employ and adopt various supervisory techniques so as to enhance teachers' positive job performance.
2. Principals' should lay more emphasis on the use of the inter-school visitation and the clinical supervision techniques.
3. Lastly, teachers' should carry out their instructional responsibilities diligently without being forced by the school principals.

## **Implication of the Findings for Educational Management**

Teachers' job performance for high productivity depends significantly on the supervisory techniques employed by the principals', judging from this therefore, it is advisable that school administrators use one or all the supervisory techniques often to enhance high level of job performance of the teachers. The findings of this study therefore, imply that the more supervisory techniques used by principals', the more the teachers' would be willing to perform well on their job.

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