

## **SCHOOL SUPERVISION FOR EFFECTIVE JOB PERFORMANCE OF TEACHERS IN PUBLIC JUNIOR SECONDARY SCHOOLS IN RIVERS STATE**

**Ominini Brother Asako Walson**

Department of Educational Management

Ignatius Ajuru University of Education, Port-Harcourt, Rivers State

---

### **ABSTRACT**

This study investigated school supervision for effective teachers' performance in public junior secondary schools in Rivers State. Three research questions and three hypotheses guided the study. The study adopted a descriptive survey research design. The population of the study was all the 13,009 teachers in junior secondary schools in Rivers State. The population comprised 9,555 male teachers and 3,454 female teachers. The sample for the study was 1,300 comprising of 860 male teachers and 440 female teachers in the 309 public junior secondary schools in Rivers State. Simple random sampling technique was used to select the sample. The instrument used for data collection was a questionnaire titled: "School Supervision for Effective Teachers Performance Questionnaire (SSETPQ)." The instrument was validated by the three experts all in the Department of Educational Management, Ignatius Ajuru University of Education, Port-Harcourt, Rivers State. The test-retest method was carried out to determine the internal consistency of the instrument. Mean and standard deviation scores were used to answer the research questions, while independent t-test was used to test the null hypotheses at a 0.05 level of significance. The findings of the study revealed that: the types of school supervision Practiced in public junior secondary schools in Rivers State include: classroom observation and demonstration for teachers' effective performance in public junior secondary schools in Rivers state. Based on the findings, it was recommended that government should appoint school supervisors based on merit instead of political influence to the detriment of the educational system.

---

**Keywords:** School supervision, teachers' performance, junior secondary school.

---

### **Introduction**

Supervision of instruction has to do monitoring teachers and students to promote or direct teaching and learning in the schools. This according to Mgbodile (2004) involved the task of ensuring that organized teaching and learning is effective in the school system. This is done by the a school principal or other authorized agents in the education system to see that meaningful learning takes place in all classes and that teachers are teaching what they are supposed to teach and are undertaking the teaching in a manner that the students understand and enjoy their lessons. The essence of supervision of instruction is to assist teachers with ideas and suggestions that will improve their instructional delivery, as well as identify their needs and problems. Haruna (2008) noted that supervision of instruction is the first and the most important responsibility of school administrators in secondary schools. No wonder Carter (2008) explained that the cardinal index of the performance evaluation of the school administrator rests on the leadership ability in instructional supervision. Similarly, Chika and Ebeke (2007) observed that, among many factors that influence learning and achievement in secondary schools, principals' instructional management seem to be the most critical intervening factor.

Supervision of instruction is 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 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. The term supervision is very much common in the terra firma of teaching. The school heads are responsible for the supervision of teachers. The principal is the chief executive officer of the school. He has the authority to coordinate and organize the activities of the school in such a way that things work accordingly. The principal is involved in the following management activities such as planning, organizing, supervising, controlling and evaluating. Agih (2015) described the school principal as the individuals in a school setting who directs and coordinate the affairs of the school in such a way that the primary objectives of the school are achieved. Teachers' job performance involves all the activities carried out by the teacher to achieve the desired effects on students. It involves the extent to which the teacher participates in the overall running of the school in order to achieve the expected objective and goals of the school. In other words, performance is the accomplishment of school goals. Teachers are known to be more important agent of development of a nation. The New Teacher Nigeria Project (2010) put it that, a great nation is attained by great people, and great people is attained by great teachers.

In the context of this paper, a teacher is person who makes the society what is it. The teacher He is a person who is employed to teach in primary or secondary school. Therefore, teachers are saddled with several responsibilities such as role modelling, imparting knowledge, in-loco parentis, which means are the parents substitute while in schools. Therefore, the provision of highly motivated, conscious, effective teachers would enhance, promote and cause positive change in our educational system. Teachers are also the important figures in the nation and are authorities at all level of the education system. Thus, apart from their primary role in curriculum implementation, their feelings or opinions about their job as well as their behaviour towards the students in the classroom are issues of great concern. The opinion or feelings they have about their job as well as the behavioural patterns displayed in doing their job determined how motivated, committed and effective they will be in doing their job. Teachers seem to be unproductive in junior secondary schools in Rivers state probably because of weak supervisory mechanisms. This may be as result of inadequate funding, inadequate facilities, poor instructional supervision, poor vision of the principals, poor principal teacher relationship and poor management style of the principals among others. These situations seem to have led to poor academic achievement among the secondary school students, high dropout rate, and high rate of examination malpractice, poor reading and writing cultures, mass students' failure in internal and external examination. Secondary school principals in Rivers State seem to spend more of their official hours on the administrative functions to the detriment of effective supervision process and programmes of the school (Onuma, 2016). Continuing this, Onuma (2016) pointed out that there are public outcries, reports and comments in print and electronic media alleging fallen quality of education in public education due to internal supervision is probably not effectively carried out by school principals in Rivers State. Irregular supervision of teachers could adversely affect their job performance.

Effective teachers' job performance refers to as the assessment of factors such as pedagogical strategies, classroom management, student outcomes, on the teachers towards attainment of quality education. It involves a combination of high-impact instructional skills, classroom management, and professional commitment that directly boosts student academic achievement and development. It includes structured, engaging lesson delivery, mastery of subject matter, and a dedication to improving student outcomes. The key

aspect of effective job performance according to Uko (2013), are: instructional proficiency involving utilizing diverse, engaging, and creative teaching methods, such as the "5 Cs" (critical thinking, communication, collaboration, creativity, and computational thinking); Classroom Management that which has to do with creating a supportive, organized, and positive learning environment with high expectations for all students; pedagogical expertise involving use of data to guide instruction, delivering lessons with clarity, and providing timely feedback to students; professionalism and growth for demonstrating a commitment to the profession, collaborating with colleagues, and participating in continuous professional development; and student-centered approach where empathy, patience, and a genuine passion for student development is needed. In the context of the study effective teachers' performance refers is the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession in junior secondary schools.

Junior secondary school is the level of education which a child receives immediately after primary education. The objectives of junior secondary education are to: provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement; Develop patriotic young people equipped to contribute to social development and the performance of their civic responsibilities, Inculcate values and raise morally upright individuals capable of independent thinking and who appreciate the dignity of labour., Inspire national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, ethnic, and socio-economic background; and provide opportunities for the child to develop manipulative skills that will enable the child to function effectively in the society within the limits of the child capability. For effective teaching and learning in junior secondary education level, teacher-student ratio shall be 1:35. Generally, continuous assessment and school examination shall be on a ratio of 40:60, and shall be used as basis for advancement from one class to another in both public and private schools. There shall be no common entrance examination for transition from primary to the junior secondary school due to the Universal Basic Education (UBE) policy of nine years continuous schooling. Each state and the FCT shall make adequate arrangement for smooth transition based on prescribed benchmark. On successful completion of 9-years formal schooling, a student shall sit for the Basic Education Certificate Examination (BECE), and/or junior Arabic and Islamic Studies Certificate Examination (JAISCE) and State government and the federal capital territory (FCT) administration shall issue the Basic Education Certificate and/or junior Arabic and Islamic Studies Certificate.

This paper is anchored on two theories related to supervision and school as an organization. They are Achievement - Power-Affiliation Theory of David McClelland (1961) and the general system theory by Von Ludwig Blanterffy (1947). David McClelland stated that all people have three basic needs. These needs are: the need for achievement, the need for power and the need for affiliation. The theory believed that human relationships and the competencies of the school principals will help to realize the objectives of the organization. This theory emphasizes that the need for achievement is a need to do something better than it has been done before, so continues improvement comes in and be sustained. The need for power is basically the need to influence people while the need for affiliation while the need for affiliation is a need to be liked and to maintain friendly relations with others. According to this theory, an administrator has responsibility to recognize the different skills needed to become effective and efficient. Using the Achievement-Power--Affiliation Theory of David Mcllelland as the foundation,

this study utilizes “The Oakland County Supervisory Skills Model” which was developed through research at Oakland County, USA. These are critical to success in the supervisory position across in the supervisory position across Oakland County. Working toward skill development enhances school heads, overall knowledge, and ability repertoire. As this key skill will be developed, school heads will also encounter tools and techniques which will assist them in their current position. The ability to lead is built on character. It is fraught with pain and exhilaration. Leadership is a lifelong pursuit in which time and experience matter greatly. Before learning about the various techniques to develop leadership skills, they should be aware of the various leadership qualities that should be cultivated. For developing leadership skills, managers need to be good communicator, connect well with people certain qualities in themselves, such as honesty, integrity, courage and commitment. Leaders have to lead by example, so if they want their followers to become dedicated and honest, they have to be those things first. Honing their leadership skills is equally important as their professional skills in this competitive world.

A leadership skill as the second domain in the supervisory skills model has five indicators, namely: identifying and Mobilizing Resources, Initiating Action, Managing Conflict, Work Standard, and Change Mobilizing Resources. This theory is relevance to this study as it related to supervision. When teachers are guided on their jobs, then there will be effective performance. The general systems theory was propounded by Von Bertalanffy in 1947. The theory views the school as an open system that interacts with its environment and receives inputs from various stakeholders to promote growth and development. It posits that the school is composed of interrelated parts that function as a unified whole, with human resources playing a critical role across all subsystems. The theory is relevant to this study in the sense that the management of human resources and learning materials in the school system results from the collaborative efforts of multiple stakeholders such as the government, parents, teachers, and students. The school system comprises various interconnected units, including top management, teaching staff who are primarily responsible for instruction, and non-teaching staff who support administrative functions. These components work collectively to achieve educational goals.

General systems theory emerged from scholarly efforts aimed at understanding how organizations function effectively and efficiently while meeting both organizational and individual needs. It emphasizes that organizations consist of interdependent subsystems that interact to form a unified whole. This theoretical perspective is useful for explaining organizational behavior, organizational change, and organizational development. Systems theory provides a framework for examining the relationships between different components of an organization and how these components interact to ensure functionality. It is widely applied in understanding organizational processes, where an organization is viewed as a system composed of smaller subsystems working together toward common objectives. A typical illustration of systems theory can be seen in a computer system, which consists of interconnected components such as the processor, RAM, motherboard, hard drive, and power supply. Each component must function properly for the system to operate effectively, and the failure of any single component can disrupt the entire system, demonstrating the interdependence of subsystems. The systems approach to management is applied across various fields, including science, medicine, and business, where it is used to improve performance and outcomes. In organizational settings, the approach emphasizes the interaction of resources, activities, and information as integrated parts of a whole system. Within this framework, organizational members are oriented toward achieving collective goals rather than focusing solely on individual

output. The theory represents a shift from classical management perspectives, which viewed organizations as mechanistic structures, to a more holistic understanding of organizations as dynamic and interrelated systems. Furthermore, systems theory explains that organizations are composed of subsystems that are mutually dependent, such that a change or dysfunction in one subsystem may negatively affect other subsystems and the entire organization. Consequently, organizations function as integrated ecosystems in which each element contributes to overall stability, effectiveness, and sustainability.

School supervision is the art of overseeing the activities of teachers and other educational workers in a school system to ensure that they conform with generally accepted principles and practice of education. According to Ogunu (1998), school supervision is the process of monitoring, supporting, and guiding school staff and operations to improve the quality of teaching and learning. It involves administrative and instructional leadership to ensure policies are followed, teacher weaknesses are minimized, strengths are utilized, and educational goals are met, often through observation, training, and evaluations. School principals and headmasters have the authority to control the education system, and provide professional guidance to school personnel as to improve the conditions which affect the learning and growth of students and teachers. Some educational activities that must be regularly supervised include; instructional activities, teaching methods, school plants, curriculum content, facilities, buildings and equipment. When all these are given proper supervision, educational goals are normally achieved without hitches. Educational supervision has been seen as a vital action towards making teachers perform well in their jobs. This is part of the reason why Federal Republic of Nigeria (2014) in section 9 sub-section 137 of the National Policy on Education stated that „the objectives of planning, administrative, supervisory and financial services in education are to: Provide efficient administrative and management control for the maintenance and improvement of the system; Ensure quality assurance through regular and continuous supervision of instructional and other educational services. In other words, supervision of instruction guarantees quality assurance in education. As such, teachers as well as other educational workers must be closely supervised regularly. There have been so many studies carried out in the area of the relationship between educational supervision and teachers“ job performance.

The concept supervision on the other hand, means different thing to different things to different people depending on their perception of the concept. Supervision as a concept derived it meaning from a Latin word „super-video“ meaning, to oversee“. This implies that the process of supervision entails the act of a superior officer overseeing the activities or functions of the subordinate. It involves close monitoring and giving directives; motivation and encouragement given to a subordinate to enable the individual perform his/her assigned tasks. In the school system, educational supervision also known as instructional supervision is the process through which supervisors from the Ministry of education as well as school principals and headmasters monitor, direct, control and motivate classroom teachers during teaching and learning activities to enable them achieve the set instructional objectives and goals. This also accounts for why persons like Scott (1999), Barnad (2001), Forster (2004), Ijaduola (2000) cited in Leigha (2010) see supervision as the attempt to oversee, direct and control the activities of subordinates, but other authors such as Merfon (2002), Selznick (2002), Fafioye (2004), Nwokafor (2005) and Marchand (2006) also cited in Leigha (2010) perceive supervision as an auxiliary relationship between super-ordinates and their subordinates. All these imply that supervision has to do with giving direction and control to a subordinate staff by the

superior staff. School supervision in the view of Abama (2002) is those phases of school administration which focus primarily on the achievement of appropriate instructional expectations of an educational system. This implies that educational supervision involves the close monitoring and direction of all the activities within the school system that aim at ensuring that educational goals are achieved.

Some studies conducted by researchers have proved the effect of supervision on teachers' job performance. For instance, in a study carried by Sudarjat (2015) on supervision, leadership and working motivation of teachers' performance, he found out that supervision can boost the performance of teachers up to 72.4%, leadership can help teachers up to 72% and working motivation helps them up to 77.2%. The study therefore concluded among other things that there is a positive relationship between regular supervision of teachers and their job performance. Esia-Donkoh and Baffoe (2018) also carried out a study on the supervisory practices of head teachers and how these supervisory practices relate with teacher motivation in public schools in the Anomabo Education Circuit of the Mfantseman Municipality in the Central Region of Ghana. It was found that head teachers in the Anomabo Education Circuit often used all the instructional supervisory practices outlined in the study and they performed above average. The orientation of new teaching staff and the provision of in-service training for teachers were some of the supervisory practices adopted in the study, while the orientation of new teachers' supervisory practices was dominant; the in-service training for teachers was rarely carried out. The study therefore recommended that the Mfantseman Municipal Directorate of Ghana Education service should organize regular in-service training programmes for head teachers in public basic schools in the Anomabo Education Circuit to improve their skills to effectively balance and practice very high teacher motivation. Jared (2011) also carried a research on the influence of head teachers' influence of instructional supervisory practices on teachers' work performance in secondary schools in Entebbe Municipality, Wakiso District, Uganda. The study findings indicate that head teachers in private secondary schools do not carry out instructional supervision; rather they do some informal classroom visits. They equally do general and informal supervision instead of instructional supervision. In line with this, the findings indicate that 64.3% of head teachers routinely supervise their teachers, teaching documents as a practice of teacher supervision, while 57.1% of head teachers informally visit teachers during classroom instruction. Also, this study revealed that supervision is non-existent in some secondary schools due to the fact that some of the teachers have been teaching for many years.

In the similar manner, it noted that the ultimate goal of the supervision is to improve teachers' classroom instructions. Acheson in Annick (2000) noted that supervision therefore, allows for objective feedback, which if given in timely manner, will help to improve results. It also helps to diagnose instructional problems and provide valuable information which can help in solving problems. The importance of supervision in the school system according was also reiterated by Glathorn (2019) to promote growth, instruction, fault-free problem solving and a commitment to build the capacity in teachers. Zepede (2003) put it that supervision promotes the students learning through the teachers instructions. Adiele (2009) it is clear from the forgoing that supervision is use as guiding, helping and advising the subordinates in order to improve the quality of work or meet an emergency needs. Also, Agi and Adiele (2009) summarized the most pronounce importance of supervision as: Improvement of teachers profession, Improve the quality of teaching, Provide guidance for instructional delivery, Provide support to teachers and

enhance their mastery of the subject matter, Building confidence on teachers, Help in improving professional practice and reinforce norms of autonomy and self-direction, Determine the effectiveness in the classroom management and Provide the necessary guide for staff development, Ensure that recommended standards are maintained during instruction/teaching and learning; Provide room for constructive advice and purposeful directives that contribute to the improvement of pedagogical process; Help teachers acquire expected professional skills and growth; Solve instructional problems, like students' indiscipline, truancy among teachers, mismanagement of educational resources and misappropriation of funds by school heads and teachers etc.

There are two types of supervision in the school, namely instructional supervision and personnel supervision. Instructional supervision, as the name implies, is concerned with the teaching and learning processes in schools. It is a professional development process focused on improving teaching and learning through guidance, support, and feedback provided to teachers in order to enhance instructional practices and improve student outcomes. This process often includes classroom observations, collaborative planning, and professional development activities. It deals mainly with academic matters within the school setting. Personnel supervision, on the other hand, is concerned with all school personnel, including teaching staff, non-teaching staff, students, and parents or guardians. It involves ensuring that all personnel in the school carry out their duties effectively and in accordance with established standards. It refers to the process of overseeing and guiding employees to ensure effective and efficient performance while adhering to organizational goals and expectations. This includes training, evaluation, feedback, and continuous guidance as essential components of management in educational institutions (Ogunsaju, 2019).

Classroom observation for effective teacher performance refers to the process whereby a supervisor observes a teacher during classroom instruction and later engages in a reflective discussion with the teacher after the lesson. It involves the principal or supervisor visiting the classroom to observe lesson delivery, paying attention to subject mastery, teaching methods, instructional materials, classroom management, and overall organization. Classroom observation evaluates whether teaching practices are effective and identifies areas for improvement. It also helps determine the extent to which technology and instructional resources are effectively utilized in the classroom. Through this process, supervisors can record observed strengths and weaknesses for corrective action. Classroom observation provides teachers with feedback that enhances performance, promotes professional growth, offers new teaching experiences, fosters a culture of continuous improvement, and gives supervisors opportunities to assess classroom practices and learning conditions. Demonstration as a type of supervision for effective teacher performance involves instructional activities in which a skilled and experienced supervisor illustrates teaching strategies, instructional materials, or procedures to improve classroom instruction (Eze cited in Sule, 2013). During demonstration, supervisors clearly explain subject matter using practical examples to enhance understanding. Demonstration techniques provide teachers with opportunities to ask questions that may lead to the discovery of new teaching methods and ideas (Ani, 2007). Although supervisors may have limited time for demonstration practices, this method remains valuable for instructional improvement. Wellington and Ireson (2012) noted that demonstration provides meaningful opportunities for active participation in learning and enhances understanding of concepts presented in textbooks. It also allows shared experiences that support explanation and help scaffold students' understanding.

Demonstration can be more visible, engaging, and impactful than classroom experiments and serves purposes such as illustrating concepts, motivating learners, and stimulating students' curiosity and engagement.

Marking or checking of lesson plans is a fundamental aspect of instructional supervision that contributes significantly to effective teacher performance. It is an essential quality assurance process that ensures lessons are well planned, aligned with curriculum expectations, and structured to achieve learning objectives. Supervisors typically assess lesson plans for clarity of objectives, relevance of content and materials, appropriateness of teaching methods, assessment strategies, and effective time management. This process ensures that instruction is purposeful and well organized, thereby improving the quality of teaching and learning. According to Ugboko (2012), the role of lesson plan supervision includes ensuring teacher preparedness, curriculum alignment, clarity of objectives, guidance on instructional strategies, provision of constructive feedback, promotion of professional development, and documentation for accountability and performance evaluation purposes.

### **Statement of the Problem**

Notwithstanding the vital nature of supervision in improving students' learning, teachers' efforts and job performance as well as the attainment of educational goals, there has been noticeable attitudinal change of the school heads as well as supervisory officials in the education sector toward the task of supervision of schools in Rivers State and Nigeria at large. It is observed that the heads of public secondary schools do not conduct regular supervision of instruction in the schools and has led to teachers probably doing whatever they like. Some of the teachers in public secondary schools even engage in full time private businesses to acquire financial gain at the expense of their jobs. It has also been observed that some teachers connive with their principals and subject heads to abandon their classrooms lessons while they do their private businesses. The situation becomes more worrisome when some teachers are noticed to have left their primary teaching jobs and travelled abroad yet still receiving salaries in the government payroll. Perhaps some supervisors from the Ministry of Education and Universal Basic Education Board (UBEB) compromise their jobs roles of supervision of not visiting school for supervision. Thanks for the resent move by the State Commissioners of Education and members of the Universal Basic Education Board (UBEB) Rivers State who took it upon themselves to visit schools personally to see the extent teachers and school heads are physically present in schools. Yet it is also observed that in their absence teachers and head teachers still do whatever they like. It was based on this situation that this study speculated that poor supervisory practices is perhaps causing serious influence on teachers' job performance, as portrayed by students' poor performance in both internal and external examination, un-kept school environments, students' misconducts within and outside school premises and a host of other ills caused by poor instructional supervision. It is in this light that this paper sought to investigate the extent school supervision influence effective teachers' performance in public junior secondary schools in Rivers State.

### **Purpose of the Study**

The aim of this study was to investigate school supervision for effective teachers' job performance in public junior secondary schools in Rivers State. Specifically, the paper sought to:

1. identify the various types of schools supervision needed for effective teachers' job performance in public junior secondary schools in Rivers State;

2. determine the extent to which class classroom observation enhance teachers' job performance in public junior secondary schools in Rivers State; and
3. examine the extent to which classroom demonstration promote influence teachers' job performance in public junior secondary schools in Rivers State.

### **Research Questions**

The following research questions were posed to guide the study.

1. What are the various types of schools supervision needed for effective teachers' job performance in public junior secondary schools in Rivers State?
2. To what extent does classroom observation enhance teachers' job performance in public junior secondary schools in Rivers state?
3. To what extent does classroom demonstration promote teachers' job performance in public junior secondary schools in Rivers State?

### **Hypotheses**

The following hypotheses were formulated and tested at 0.05 level of significance to guide the study.

- Ho1:** There is no significant different in the mean ratings of male and female teachers on various types of schools supervision needed for effective teachers' job performance in public junior secondary schools in Rivers State.
- Ho2:** There is no significant different in the mean ratings of male and female teachers on the extent classroom observation enhance teachers' job performance in public junior secondary schools in Rivers State.
- Ho3:** There is no significant different in the mean ratings of male and female teachers on the extent classroom demonstration promote teachers' job performance in public junior secondary schools in Rivers State.

### **Methods**

The study adopted a descriptive survey research design. The population of the study was all the 13,009 teachers in junior secondary schools in Rivers State. The population comprised 9,555 male teachers and 3,454 female teachers. The sample for the study was 1,300 comprising of 860 male teachers and 440 female teachers in the 309 public junior secondary schools in Rivers State. Proportionate stratified random sampling technique was used to select the sample. The instrument used for data collection was a questionnaire titled: "School Supervision for Effective Teachers Performance Questionnaire (SSETPQ)." The instrument was validated by the three experts all in the Department of Educational Management, Ignatius Ajuru University if Education, Port-Harcourt. The test-retest method was carried out to determine the internal consistency of the instrument which yielded a 0.72 reliability index. Mean and standard deviation scores were used to answer the research questions, while independent t-test was used to test the null hypotheses at a 0.05 level of significance. In junior secondary school, the roles of the principals cannot be undermined in terms of supervision of instruction. Principals serve as the 'captain of the boat' or 'father of the house' in the schools. Their functions centre on all aspects of the school system; that is why they have been described with different names and accolades. They are referred to as strategic problem solvers, educators, leaders, managers, politicians, cultural leaders, supervisors, barterers, advocators, servant leaders, learning leaders, among others (Sergiovvani, 2014; Mathew & Crow, 2010; Norton & Kelly, 2013, Moodly & Toni, 2015). Although, there are theoretical connections between supervision and performance, yet no study the knowledge of the researchers have

been carried out on school supervision for effective performance of teachers in public junior secondary schools in Rivers State to provide empirical evidence on their relationship. This study intends to fill the gap.

**RESULTS**

**Research Question One:** What are the various types of schools supervision needed for effective teachers’ job performance in public junior secondary schools in Rivers State?

**Table 1:** Mean responses of respondents on the various types of schools supervision needed for effective teachers’ job performance in public junior secondary schools in Rivers State.

S N	(types of school supervision )	Male teachers		Female teachers		Mean Set		DECISIO N
		mean (X)	(SD)	Mean (X)	(SD)	$\frac{(X_1+X_2)}{2}$	(SD)	
1	Classroom observation	2.55	1.08	2.66	.91	2.61	.99	SA
2	Demonstration	2.65	.57	2.88	.45	2.77	.51	SA
3	Marking of lesson note	3.43	.67	2.73	.72	3.08	.69	SA
<b>Cluster Mean</b>		<b>2.87</b>	<b>.77</b>	<b>2.75</b>	<b>.69</b>	<b>2.82</b>	<b>0.85</b>	<b>SA</b>

Table 1 showed the mean ratings of respondents on the various types of various types of schools supervision that influence effective teachers’ performance in public junior secondary schools in Rivers State. All the items from 1-3 had high mean scores above the criterion mean of 2.50. Item 1 had a mean score and standard deviation of 2.61 and 0.99 respectively. This implies that respondents strongly agreed that classroom observation is a type of schools supervision needed for effective teachers’ job performance in public junior secondary schools in Rivers State. Item 2 had a mean score and standard deviation of 2.77 and .51 respectively. This implies that respondents strongly agreed that classroom demonstration is a type of schools supervision needed for effective teachers’ job performance in public junior secondary schools in Rivers State. Item 3 had a mean score and standard deviation of 3.08 and .69 respectively. This implies that respondents strongly agreed that marking of lesson note is a type of schools supervision needed for effective teachers’ job performance in public junior secondary schools in Rivers State. The cluster mean and standard deviations of 2.82 and .85, for showed that the respondents strongly agreed that classroom observation, demonstration and marking of lesson notes are the types of schools supervision needed for effective teachers’ job performance in public junior secondary schools in Rivers State.

**Research Question Two:** To what extent does classroom observation enhance teachers’ job performance in public junior secondary schools in Rivers State?

**Table 2:** Mean responses of respondents on the extent classroom observation enhance teachers’ job performance in public junior secondary schools in Rivers State.

S/N O	Question observation performance)	Items enhance teachers’ job performance)	(Extent classroom teachers’ job)	Male Teachers		Female Teachers		Mean Set		DECISIO N
				Mea n	STD	Mea n	STD	Mea n	STD	
4				2.68	1.02	2.68	0.95	<b>2.68</b>	<b>.98</b>	High Extent
5				2.70	0.70	2.67	0.75	<b>2.68</b>	<b>.72</b>	High Extent
6				2.98	0.78	2.70	0.99	<b>2.84</b>	<b>.88</b>	High

7	arrangement My principals observe my communication in the class room	2.98	0.60	2.76	0.66	<b>2.87</b>	<b>.63</b>	Extent High Extent
8	My principal my used of instructional materials	2.99	0.62	2.97	0.65	<b>2.98</b>	<b>.33</b>	High Extent
<b>Cluster Mean/Std</b>		<b>2.86</b>	<b>0.74</b>	<b>2.75</b>	<b>0.8</b>	<b>2.81</b>	<b>0.71</b>	<b>High Extent</b>

Results in table 2 show the summary of mean and standard deviation of the respondents on the extent classroom observation enhance teachers' job performance in public junior secondary schools in Rivers state. All the items from 4-8 had mean scores above the criterion mean of 2.50. Item 4 had a mean set of 2.68 and standard deviation of 0.98. This implies that the respondents agree to a high extent that their principals observed their classes during lesson. Item 5 had a mean set of 2.68 and standard deviation of 0.72. This implies that the respondents agree to a high extent that their principals observed their used of chalk board. Item 6 had a mean set of 2.84 and standard deviation of .88. This implies that the respondents agree to a high extent that their principals observed their class room arrangement. Item 7 had a mean set of 2.87 and standard deviation of 0.63. This implies that the respondents agree that their principals observed their communication in the classroom. Item 8 had a mean set of 2.98 and standard deviation of 0.33 This implies that the respondents agree to a high extent that their principals observe their used of instructional materials. The cluster mean of 2.81 and standard deviation of 0.71 implies that the respondents agreed to a high extent classroom observation as type of school supervision enhanced teachers' job performance in public junior secondary schools in Rivers state.

**Research Question Three:** To what extent does classroom demonstration promote teachers' job performance in public junior secondary schools in Rivers State enhance teachers' job performance in public junior secondary schools in Rivers State?

**Table 3:** Mean responses of respondents on the extent classroom demonstration promote teachers' job performance in public junior secondary schools in Rivers State enhance teachers' job performance in public junior secondary schools in Rivers State

S/N	Question Items (Extent classroom demonstration enhance teachers' job performance)	Male Teachers		Female Teachers		Mean Set		DECISION
		Mea n	STD	Mea n	STD	Mea n	STD	
9	My principals illustrate to teachers on the use of chalk board	2.84	0.93	2.90	0.98	2.87	.95	High Extent
10	My principals explain to the teachers on the use of register	3.01	0.89	3.01	0.89	3.01	.89	High Extent
11	My principals illustrate to me on the use of laboratory facilities	2.92	0.88	3.01	0.91	2.96	.89	High Extent
12	My principals illustrate to me on the use of teaching Aid	3.06	0.74	3.21	0.77	3.14	.76	High Extent
13	My principals illustrate to me on the use of official documents	3.16	0.74	3.03	0.71	3.09	.73	High Extent
14	My principals illustrate to teachers on the use of weekly diary of work	2.61	0.64	3.13	0.74	2.87	.69	High Extent
<b>CLUSTER MEAN/STD</b>		<b>2.93</b>	<b>0.80</b>	<b>2.04</b>	<b>0.83</b>	<b>2.99</b>	<b>.81</b>	<b>High Extent</b>

Data on table 3 shows that the summary of mean and standard deviation of the respondents on the extent demonstration as a type of school supervision enhance teachers' job performance in public junior secondary schools in Rivers State. All the items from 9-14 had mean scores above the criterion mean of 2.50. Item 9 had a mean set of 2.87 and standard deviation of 0.95. This implies that the respondents agree to a high extent that their principals illustrated to teachers on the use of chalk board. Item 10 had a mean set of 3.09 and standard deviation of 0.89. This implies that the respondents agree to a high extent that their principals explained to the teachers on the use of register. Item 11 had a mean set of 2.96 and standard deviation of 0.89. This implies that the respondents agree to a high extent that their principals illustrated to them on the use of laboratory facilities. Item 12 had a mean set of 3.14 and standard deviation of .76. This implies that the respondents agree that their principals illustrated to them on the use of teaching Aids. Item 13 had a mean set of 3.09 and standard deviation of 0.73. This implies that the respondents agree to a high extent that their principals illustrated to them on the use of official documents. Item 14 had a mean set of 2.87 and standard deviation of 0.69. This implies that the respondents agree to a high extent that their principals illustrated to them on the use of weekly diary of work. The cluster mean of 2.99 and standard deviation of 0.81 This implies that the respondents agree to a high extent demonstration as a type of school supervision enhanced teachers' job performance in public junior secondary schools in Rivers State.

**Hypotheses**

**HO1:** There is no significant different in the mean ratings of male and female teachers on the extent the various types of schools supervision are needed for effective teachers' job performance in public junior secondary schools in Rivers State.

**Table 4:** Independent samples t-test of the significant difference in the mean ratings of male and female teachers on the various types of schools supervision needed for effective teachers' job performance in public junior secondary schools in Rivers State.

<b>Respondents</b>	<b>N</b>	$\bar{X}$	<b>SD</b>	<b>df</b>	<b>t-value</b>	<b>P</b>	<b>Decision</b>
Male teachers	860	2.87	.77	1298	.845	.003	<b>Ho<sub>1</sub> Rejected</b>
Female teachers	440	2.75	.69				

Result presented in table 4 it is revealed that male teachers had a mean value of 2.87 (STD = 0.77), while the female teachers had a mean value of 2.75 (SD = .69). This result shows that the male teachers strongly believes that various types of schools supervision needed for effective teachers' job performance in public junior secondary schools in Rivers State are: classroom observation, and demonstration. Further testing using independent sample t-test revealed that a t-value of .845 was obtained with a corresponding p-value of .003 which was less than the chosen alpha value of 0.05 hence the null hypothesis was rejected. This result therefore indicates that there is significant difference in the mean ratings male and female teachers on the various types of schools supervision needed for teachers' job performance in public junior secondary schools in Rivers State.

**HO2:** There is no significant different in the mean ratings of male and female teachers on the extent classroom observation enhance teachers' job performance in public junior secondary schools in Rivers state.

**Table 5:** Independent samples t-test of the significant difference in the mean ratings of male and female teachers' on the extent classroom observation enhance teachers' job performance in public junior secondary schools in Rivers state.

Respondents	N	$\bar{X}$	SD	df	t-value	P	Decision
Male teachers	860	2.86	.74	1298	1.413	.000	<b>Ho<sub>2</sub> Rejected</b>
Female teachers	440	2.75	.80				

Result presented in table 5 it is revealed that male teachers' had a mean value of 2.86 (STD = .74), while the female teachers' had a mean value of 2.75 (SD = .80). This result shows that the male teachers' strongly believed that classroom observation enhanced teachers' job performance in public junior secondary schools in Rivers State. Further testing using independent sample t-test revealed that a t-value of 1.413 was obtained with a corresponding p-value of .000 which was less than the chosen alpha value of 0.05 hence the null hypothesis was rejected. This result therefore indicates that there is significant difference in the mean ratings of male and female teachers' on the extent classroom observation enhanced teachers' job performance in public junior secondary schools in Rivers state.

**HO<sub>3</sub>:** There is no significant different in the mean ratings of male and female teachers on the extent demonstration enhanced teachers performance in public junior secondary schools in Rivers state.

**Table 6:** Independent samples t-test of the significant difference in the mean ratings of male and female teachers' on the extent demonstration enhanced teachers' job performance in public junior secondary schools in Rivers State.

Respondents	N	$\bar{X}$	SD	df	t-value	P	Decision
Male teachers	860	2.93	.80	1298	1.469	.000	<b>Ho<sub>3</sub> Rejected</b>
Female teachers	440	2.04	.83				

Result presented in Table 8 it is revealed that male teachers had a mean value of 2.93 (STD = .80), while the female teachers had a mean value of 2.04 (SD = .83). This result shows that demonstration enhanced teachers' job performance in public junior secondary schools in Rivers State. Further testing using independent sample t-test revealed that a t-value of 1.469 was obtained with a corresponding p-value of .000 which was less than the chosen alpha value of 0.05 hence the null hypothesis was rejected. This result therefore indicates that there is significant difference in the mean ratings of male and female teachers on the extent demonstration influence teachers performance in public junior secondary schools in Rivers State.

### Discussion

The result of the research question one showed that respondents strongly agreed that the various types of schools' supervision that enhanced teachers' job performance in public junior secondary schools in Rivers State are: classroom observation, and demonstration. This finding agreed with Nwankwoala (2016) who identified the techniques that could be adopted in the school supervision of instruction to include: classroom visitation, classroom observation, and conference with teachers, group supervision, demonstration, micro-

teaching, and clinical supervision. The result of the research question two showed that respondents agreed to a high extent that classroom observation influences teachers' job performance in public junior secondary schools in Rivers State. This finding agreed with that of Ogunsajuin Igbegiri (2019) who pointed out that through classroom, observation, the principal can identify if technologies is available to students. Some observations are geared towards evaluating a specific programme in meeting its goals. During the observation, the principal or supervisor can record the areas of faults by the teachers so as to correct them

The result of the research question three showed that respondents agreed to a high extent that demonstration influences teacher's effective performance in public junior secondary schools in Rivers State. This finding agreed with that of (Eze cited in Sule, 2013). Who stated that during demonstration, principals/supervisor can clearly explain the subject matter using vivid examples? Also, Ani (2007) pointed out that demonstration technique of supervision gives teachers the opportunity of asking probing questions that can lead to discovering new methods and ideas. To buttress these views, Wellington and Ireson (2012) supported that demonstration practice offer useful opportunities for purposeful participation in learning that can enhance understanding of the concepts given in the text book to the teachers.

### **Conclusion**

Supervision of instruction is very necessary in recent times because of the importance attached to education and the desire to improve the quality of education. Supervision 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. It is done to identify teachers' strengths and weaknesses, to providing individualized support, and offer guidance to improve their pedagogical content knowledge and effectiveness. A study on school supervision for effective teacher performance would lead to policy implications such as increased funding for supervision and training, enhanced principal training in instructional leadership, stricter regular supervision protocols, and the integration of effective supervisory practices into teacher education to improve teaching quality and student outcomes in Rivers State's public junior secondary schools.

### **Recommendations**

The following recommendations were made:

1. Government should appoint school supervisors based on merit instead of political influence that is at the detriment to education.
2. School administrators (principals) should improve on their duties as matter of urgency so as to enhance effective teachers' performance in the schools.
3. School supervisor should also act proactively on any teachers found in the habit of not performing he/her professional duties instead of private business to serve as deterrent to others.
4. The Ministry of Education should establish clear policies and mechanisms for supervision to ensure its consistent and effective implementation in all public schools.
5. There should be increased funding for supervision and enhanced training of principal in instructional leadership.

## REFERENCES

- Abama, E. A. (2002). Educational supervision at the school level. In G. O. Akpa (Ed.), *Introduction to teaching profession*. Enugu: Harey Publication.
- Aches, E. T., & Annick, S. I. (2000). Teachers and effective classroom management. In D. N. Urnuoren & C. M. Ogbodo (Eds.), *A handbook on teaching profession in Nigeria* (pp. 47–60). Uyo: Guidepost Publishers.
- Aderonmu, S. A., & Rehhemitalor, D. D. (2000). Relationship between principals' administrative strategies and student disciplinary problems in secondary schools, Bayelsa State. *Journal of Education and Practice*, 3(13), 100–104.
- Adiele, J. A. (2009). Clinical supervision in the Nigerian system. In *Dynamics of education administration and management*. Port Harcourt: Express Publication.
- Agi, U. K., & Adiele, E. E. (2009). *Educational management*. Port Harcourt: Harey Publishers.
- Agih, A. (2015). *Supervision in schools and colleges: A practical approach*. Enugu: Aspet Publishers.
- Ani, C. I. (2007). *Dynamics of school supervision*. Enugu: Cheston Agency Ltd.
- Anyanwu, I. (2007). Extent of ICT utilization for students' learning in tertiary institutions in Ondo State, Nigeria. *International Journal of Advanced Research and Innovative Ideas in Education*, 3(3), 2369–2376.
- Chika, P. E., & Ebeke, J. E. (2007). Role of principals' professional qualification on instructional leadership and teachers' job performance. Retrieved from <http://www.edprincipalsrole.org>
- Chris, D., & Kosgei, B. (2017). ICT utilization for students' learning in tertiary institutions. *International Journal of Advanced Research and Innovative Ideas in Education*, 3(3), 2369–2376.
- David, M. (2002). Administrative constraints on teacher effectiveness in government secondary schools in Benue State, Nigeria. Unpublished PhD thesis, University of Nigeria, Nsukka.
- Ekpoh, U. I., & Eze, G. B. (2015). Principals' supervisory techniques and teachers' job performance. *Journal of Education*, 3(6), 31–40.
- Glathorn, A. (2019). *Clinical supervision in the helping professions*. Pacific Grove, CA: Brooks/Cole.
- Harruna, A. P. (2008). Administrative competency possessed by principals of secondary schools in Kogi State. Unpublished PhD thesis, University of Nigeria, Nsukka.
- Iroegbu, T. I., & Etudor, E. (2016). Job performance. In W. C. Borman, D. R. Ilgen, & R. J. Klimoski (Eds.), *Handbook of psychology*. Enugu: John Wiley & Sons.
- Jared, N. B. (2011). Influence of head teachers' supervisory practices. *British Journal of Education*, 3(6), 31–40.
- John, W., & Leigha, M. B. (2010). Teacher supervision and inspection. In E. E. Adiele, M. B. Leigha, & L. N. Management Perspective (Eds.).
- Leonard, A. (2012). *Dynamics of school supervision*. Enugu: Cheston Agency Ltd.
- Mgbodile, T. O. (2004). *Fundamentals of educational administration and planning*. Enugu: Magnet Business Enterprises.
- Moodly, U. Y., & Toni, I. O. (2015). Principals' supervisory strategies and secondary school discipline. *Journal of Education and Social Research*, 2(1), 41–49.
- Norton, F., & Kelly, E. (2013). Job stress and job performance controversy revisited. *International Journal of Stress Management*, 14(2), 175–187. <https://doi.org/10.1037/1072-5245.14.2.17>

- Nwankwoala, H. N. L. (2016). *School mapping, plant and classroom management*. Port Harcourt: Harey Publication.
- Onuma, A. (2016). *Fundamentals of educational administration and supervision*. Agbor: Progress P. E. Printing Associates.
- Osakwe, N. R. (2010). Relationship between principals' supervisory strategies and teachers' instructional performance. *Pakistan Journal of Social Sciences*, 7(6), 437–440.
- Sudarjat, J., Abdullah, T., & Sunaryo, W. (2015). Supervision, leadership, and working motivation.
- Sule, M. (2013). Influence of principal's supervisory demonstration strategy on teachers' performance. *Journal of Humanities and Social Science*, 1(1), 39–44.
- Ugboko, F. E. (2012). Principals' supervisory strategies and school discipline. *Journal of Education and Social Research*, 2(1), 41–49.
- Uko, H. A. (2013). Principals' instructional supervisory role performance and teachers' motivation. *Journal of Educational and Social Research*, 3(2), 295.
- Wellington, K., & Ireson, U. T. (2016). *Fundamentals of clinical supervision* (4th ed.). Needham Heights, MA: Allyn & Bacon.
- Zepede, O. (2003). Supervision, evaluation and quality control in education. In N. A. Nwagwu (Ed.), *Current issues in educational management in Nigeria*. Ibadan: Ambik Press Ltd.