
**PRINCIPALS INSTRUCTIONAL SUPERVISION AS A CORRELATE
OF TEACHERS JOB PERFORMANCE IN PUBLIC SECONDARY
SCHOOLS IN BENUE STATE**

TYOKYAA, C.I. Ph.D

Department of Educational Foundations and General Studies
Federal University of Agriculture, Makurdi,
Benue State, Nigeria.
Phone No: +2348036176073

NWAOGWUGWU, JULIA ADAURE

Department of Educational Foundations and General Studies
Federal University of Agriculture, Makurdi,
Benue State, Nigeria.
Phone No: +2347061096929

ABSTRACT

This study investigated principals' instructional supervision of teachers' job performance in public secondary schools in Benue State. Two specific objectives were formulated. Two research questions and two hypotheses were formulated to investigate principals' instructional supervision as a correlate of teachers' job performance in areas of classroom visitation and classroom observation. The study employed a correlation survey design. A sample of 545 respondents which comprised 172 principals and 373 teachers were selected. Two self-constructed and structured questionnaire instruments namely: Teachers Job performance Questionnaire (TJPQ) and Principals Supervisory Strategies Questionnaire (PSSQ) were used for data collection. Mean and Standard deviation was used to answer the research questions while Pearson Product Moment Correlation Coefficient was adopted for testing the two null hypotheses at a 0.05 level of significance. The findings of the study showed that the principal's supervisory roles in terms of classroom visitation and observation had a positive relationship with teachers' job performance. Based on the findings of the study, it was concluded that classroom visitation and observation have a significant relationship with teachers' job performance. Consequently, it was recommended that principals should regularly indulge in classroom visitation and effectively hold classroom observation to enhance teachers' job performance.

Keywords: Instructional Supervision, Job Performance, Observation, Visitation

1.0 INTRODUCTION

All formal organizations operate within a hierarchal structure. There has to be a leader who oversees and directs the activities of others towards achieving the objectives of the organization. Schools as organizations have principals as the heads or leaders. The key responsibility of the principals is to coordinate the activities of the schools especially the

instructional duties of the staff and students. Teaching is the art of imparting knowledge to the learner, about a subject topic or any phenomenon of academic discourse. Tyokyaa (2014) upholds that the teacher's main job is to guide, induce, impact or transmit knowledge, skills, values, and attributes to the learners. This implies that the teacher must be someone who is knowledgeable in some subject area or topic. Adzongo (2017) maintains that the teacher imparts knowledge to the learner with the aid of the curriculum which is prepared at the particular level of education. The author however notes that there are different kinds of teachers and these include: those who know what to teach and teach very well; those who know what to teach but do not know how to teach well and yet those who do not know what to teach and do not teach very well. There are even those who are quite knowledgeable but for some extraneous reasons do not teach well. These different kinds of teachers threaten the performance of the teachers and the quality of the education system. This underscores the need for close supervision, and monitoring of the process by the heads (principals) to give direction to the derailing teachers to get back on track and improve their performances. Collaborating this position, Odeh, Bua, and Agbe (2014) stress that supervision of instruction is designed to evaluate teachers' effectiveness towards bringing about positive behavioral changes in the learners and teacher job performance. The rationale behind this is that the process of teaching may be well packaged but without effective supervision during the delivery period, such instruction may fail to achieve the desired results. Supervision is therefore carried out to ensure that teaching and learning in schools are done to specification.

Supervision is a cardinal point in ensuring better academic performance among teachers and students. Its use and effective coordination can bring about higher academic job performance among teachers, while its deficiency can cause a temporary and subsequently permanent dysfunction in teacher job performance. According to Ogakwu (2010), supervision involves the stimulation of professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching, and evaluation of instruction. The effective improvement of instructional delivery and maintenance of standards in the school system are enhanced through regular internal supervision which is usually done by the school principal. Principals are the leaders and administrators of secondary schools, the representatives of the Ministry of Education in schools endowed with the authority to influence the actions, behaviors, beliefs, and feelings of the staff expecting their willing corporation directed to the institutional objectives and goals.

One of the most crucial reasons for supervision in schools according to Muraina (2014) is to ensure that each individual teacher within the system has been performing the duties for which he was hired to do. Another important reason is to improve teacher job performance so that he can contribute maximally to the attainment of the goals of the system. The organizational skills of the principals emanate from elements of management. Organization to Muraina is the building up of the human and material resources needed for the successful attainment of the goals of an organization. In this regard, therefore, the internal organization and control of the schools depend largely and solemnly on the principals. The principal, however, makes effective use of the organizational skills to put the right persons in the right place to do the right thing at the right time for the administrative effectiveness of the school and for the effective and efficient accomplishment of specific goals and objectives of the schools (Muraina, 2014). This position is also collaborated by Tyokyaa (2016) who maintains

that the main responsibility of management is to ensure that the right personnel is in the right position at the right time.

The necessary leadership which the principal offers manifests itself as ineffective supervision of the teacher's job performance. The principal as the head of an institution that occupies a pivotal position requires initiative and organizational skills for critical decision making and resolutions. He oversees the teaching, seeks the opinions of teachers about their job and how it could be improved on while ensuring that teachers are fully conscious of the goals and objectives of the school. This can only be possible through effective supervisory practices. Fritz and Miller (2001) opine that the responsibility of ensuring that effective teaching and learning take place and the extent to which instructional supervisors carry out their duties is by employing various practices and techniques to enhance teacher job performance. Accordingly, obi in Ekpoh and Eze (2015) outline many strategies available for supervisors to help teachers improve on the job; and also facilitate effective instruction in schools. Some of the strategies include classroom visitation and observation among others. These methods provide feedback to the teacher on the various learning outcomes of the educational system and also help to realize the goals of teaching and learning. This study, therefore, is to examine the relationship between principals' supervisory strategies and teachers' job performance.

Classroom visitation is of great advantage to the instructional supervisor because it helps a lot in improving teacher job performance. It is one of the essential duties of the principal as the educational supervisor to visit the classroom from time to time and in these visits he tries to find out how conducive the place of learning is, how well a teacher uses the available instructional materials, classroom management and the general evaluation of teachers ability towards enhancing teaching and learning that take place in the class.

Moreover, classroom observation is another basic strategy in supervising teachers' job performance. During classroom observation, the supervisor observes how the teacher plans his work for delivery to learners. Mavindu (2013) is of the opinion that the supervisor must prepare a supervision schedule indicating how the teacher maintains class discipline, provides for learner differences, the lesson presentation, mastery of content, learner involvement as well as teaching methodologies used. He also suggests that the supervisor can videotape the lesson without being disruptive to the class so as to sit later with the supervisee and discuss the strengths and the weakness of the supervisee's lesson in an attempt to improve teachers' quality in the instructional process.

Teacher job performance in school is perceived by the teachers' capacity to properly plan their lessons, regularly attend classes, their relational dispositions as reflected in the way they relate with their principals, fellow teachers, their students, parents and others. The teacher job performance can also be seen in the way they keep records such as assessment records, records of work among others. It can also be seen in the way lessons are prepared and delivered. Teachers' job performance to Chandrasekar (2011) is determined by three factors of motivation, work environment and ability to do work. Chandrasekar further upholds that the school impacts on teachers' morale, productivity, and job performance both positively and negatively. If the school is not liked by the teacher, they get de-motivated and their performances also affected. Nwachukwu (2006) opines that teachers' job performance is the

output resulting from given resources which a teacher inputs at a given time. It is concerned with the overall effectiveness and efficiency of getting job done. There seems to be a general outcry as to the effective teacher's job performance in public secondary schools in Benue State.

One then wonders whether supervisors are not supervising teachers well, or they are not properly motivating and encouraging them with the supervisory practices they adopt. School managements have been criticized for over concentrating on administrative work to the neglect of instructional supervision in the schools. This has further provoked public outcry about the poor standard of public secondary education in the country today.

Available records show that private schools in Benue State are supervised and monitored more by their heads than public schools and this is reflected in the performance outcomes of teachers and students of these schools, in favor of private schools. It, therefore, becomes pertinent to seek to find out if supervision is being carried out in public secondary schools in Benue State. This study, therefore, seeks to examine the relationship between principals' instructional supervision and teacher job performance in the areas of classroom visitation and classroom observation in public secondary schools in Benue State.

2.0 STATEMENT OF THE PROBLEM

It is always disheartening to see that public schools which have professional teachers keep churning out students or pupils who cannot defend themselves academically, unlike the private schools where the highest percentage of teachers are not professional teachers and yet produce students who can defend themselves academically anywhere in the society. This, no doubt, explains why parents today prefer sending their children and wards to private schools than to sending them to public schools even with the overwhelming cost of the private education. In fact, it is apparent that, public secondary schools today are only to be patronized by the poor who, because of their condition, cannot afford to pay the exorbitant fees and other levies charged by private schools. Observation has further shown that this problem seems to emanate from the loose nature of teachers who exhibit care-free attitude towards teaching and coordination of students, which is suspected to be as a result of lack of supervision unlike the private sector where teachers are kept under constant check. It becomes pertinent to find out whether teachers of public secondary schools are supervised at all. The problem of this study therefore is to investigate the relationship between principals' instructional supervision and teachers' job performance in public secondary schools in Benue State.

3.0 OBJECTIVE OF THE STUDY

The objective of this study is to investigate the relationship that exists between principals' supervision and teacher's job performance in public secondary schools. Specifically, the study seeks to:

1. Find out the relationship between principals' classroom visitation and teachers job performance in public secondary schools in Benue State.
2. Ascertain the relationship between principals' observation and teachers job performance in public secondary schools.

3.1 Research Questions

This study was guided by the following research questions:

1. What is the relationship between principals' classroom visitation and teachers job performance in public secondary schools in Benue State?
2. What is the relationship between principals' observation and teachers job performance in public secondary schools?

3.2 Statement of Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant relationship between principals' classroom visitation and teachers job performance in public secondary schools in Benue State.
2. There is no significant relationship between Principals' observation and teachers job performance in public secondary schools in Benue.

4.0 METHODOLOGY

The study is concerned with the relationship between principals instructional supervision and teachers job performance in public secondary schools in Benue State, Nigeria. The study investigates how principals' classroom visitation and observation help teachers to improve their job performance. Teachers and principals were used as respondents for the study. Correlational survey design was used for the study. This is in line with the postulation of Ilogu (2005) who posits that correlation studies the relatedness of two or more groups where two or more variables are measured to determine the degree of relationship that exists between them. The degree of relationship is measured and expressed by the coefficient of the correlation. This design is appropriate for this study as it allows the researcher the opportunity to determine and establish the relationship between instructional supervision of principals and teachers job performance. The study was carried out in Benue State of Nigeria. The population of the study consists of 5,862 (5,560 teachers and 302 principals) from the 302 public secondary schools of Benue State (Benue Teaching Service Board, 2016). The sample of the study is 545 derived through Taro Yamene computation. The sample was made up of 373 teachers and 172 principals. A proportionate sampling technique was used for the study. The instruments used for the study were self-structured questionnaires titled: Teachers' Job Performance Questionnaire (TJPQ) for the teachers and Principals Supervisory Strategies Questionnaire (PSSQ) for the principals. These two questionnaires were used for the study. Section 'A' elicited information on principals classroom visitation and teachers job performance; section 'B' elicited information on principals classroom observation and teachers job performance. The two instruments TJPQ and PSSQ have four options of Strongly Agree, Agree, Disagree, and Strongly Disagree from which the respondents were to choose any option of their choice. To ease data analysis process, values were given to the response options as follows; 4 points for Strongly Agree (SA), 3 points for Agree (A), 2 points for Disagree (D), and 1 point for Strongly Disagree (SD). The two instruments were face and content validated by three experts, two in Educational Administration and Planning

and one in Measurement and Evaluation, all in the Department of Educational Administration and Planning, Federal University of Agriculture, Makurdi, Benue State, Nigeria. The instruments were trial tested on thirty five (35) teachers and fifteen (15) principals in Southern Senatorial District of Nasarawa State which is outside the study area but which share similar characteristics with the study area. The questionnaires were administered on the principals and the teachers. Thereafter, the responses were analyzed using Chronbach Alpha statistical estimation. The reliability coefficient of teachers from the test on Teachers Job Performance Questionnaire (TJPQ) was 0.82 for visitation and 0.79 for observation with a cumulative coefficient of 0.81 while the reliability coefficients from the principals test on Principals Supervisory Strategy Questionnaire (PSSQ) yielded 0.78 and 0.84 for visitation and observation respectively with a cumulative coefficient of 0.79. The two cumulative coefficients indicated high reliability coefficients for the instruments implying that the instruments were highly reliable for the study. The questionnaires were then administered on the sample for the study by the researchers. All copies of the questionnaire were administered face to face and retrieved back immediately after completion. The data were analyzed using mean and Standard deviation to answer the research questions and Pearson Product Moment Correlation Coefficient (PPMCC) to test the null hypotheses. The decision criteria were that: for the Mean and Standard deviation, the mean of 2.50 and above meant that the item was agreed otherwise it was not agreed. Similarly, for the hypotheses, if the p-value was less than the alpha value (0.05) then the null hypothesis was not accepted. On the other hand, if the p-value was above the alpha value (0.05) then the null hypothesis would be accepted.

5.0 RESULTS AND DISCUSSION

The data collected for this study were statistically analyzed and results presented using the Mean and Standard deviation tables, each table containing information on the responses to the research questions and hypotheses.

Research question 1: what is the relationship between principals' classroom visitation and teachers' job performance in public secondary schools in Benue State?

To answer this research question, teachers responses on principals classroom visitation and teachers job performance in public secondary schools in Benue State were collected and analyzed as shown in tables 1 and 2

Table 1: Mean and Standard Deviation of Responses of Teachers on Principals' Classroom Visitation and Teachers' Job Performance in Public Secondary Schools

SN	ITEM DESCRIPTION	TEACHERS			
		N	\bar{x}	SD	Decision
1.	Effective classroom visitation leads to better teacher performance in classroom activities	373	3.20	1.01	Agree

2.	Teaching and learning problems are identified and solved during classroom visitation	373	3.27	0.70	Agree
3.	Ineffective teachers are usually identified and assisted by supervisors during classroom visitation	373	3.47	0.52	Agree
4.	Classroom visitation makes teachers more creative and proactive.	373	3.13	1.03	Agree
Cluster Mean and Standard Deviation			3.27	0.82	Agree

Key: \bar{x} = mean, S.D = Standard Deviation, N = Number of respondents

Analysis of data as presented in Tables 1 show the mean responses of teachers on principals’ classroom visitation and teachers’ job performance in public secondary schools in Benue State with their corresponding standard deviations. The table reveals that items 1 – 4 with mean scores of 3.20, 3.27, 3.47 and 3.13, with corresponding standard deviation of 1.01, 0.70, 0.52 and 1.03 respectively to be above the cutoff point of 2.50. Table 1 also reveals the cluster mean of 3.27 and standard deviation of 0.82. The cluster mean is also above the cutoff point. This implies that there is a relationship between classroom visitation and teachers job performance in public secondary schools.

Table 2: Mean and Standard Deviation of Responses of Principals on Principals Classroom Visitation and Teachers Job Performance in Public Secondary Schools

SN	ITEM DESCRIPTION	PRINCIPALS			
		N	\bar{x}	SD	Decision
1.	My visits to classroom keep teachers on their toes.	172	3.13	1.23	Agree
2.	I help in resolving teaching and learning problems during my visit to classes.	172	3.13	0.83	Agree
3.	I identify teachers who are not effective when I visit them in the class.	172	3.27	0.46	Agree
4.	When teachers are aware that I am visiting, they are more creative and proactive	172	3.27	1.10	Agree
Cluster Mean and Standard Deviation			3.2	0.88	Agree

Key: \bar{x} = mean, S.D = Standard Deviation, N = Number of respondents

Analysis of data as presented in Table 2 show the mean responses of principals on principals’ classroom visitation and teachers’ job performance in public secondary schools in Benue

State with their corresponding standard deviation respectively. The table shows that items 1-4 have mean scores of 3.13, 3.13, 3.27, and 3.27 with corresponding standard deviations of 1.23, 0.83, 0.46 and 1.10. The mean scores are all above the cut off point of 2.50. Table 2 also reveals the cluster mean of 3.20 and standard deviation of 0.88 which is also above the cutoff point of 2.50. This implies that there is a relationship between classroom visitation and teachers job performance in public secondary schools.

Hypotheses 1: There is no significant relationship between principals classroom visitation and teachers job performance in public secondary school in Benue State.

Table 3: Correlational Results on the Relationship between Principals’ Classroom Visitation and Teachers’ Job Performance

		Teachers Responses	Principals’ Responses
Teachers’ Responses on Principals’ Classroom visitation	Pearson Correlation	1	.712
	Sig. (2-tailed)		.002
	N	373	
Principals’ Responses on Principals’ Classroom Visitation	Pearson Correlation	.712	1
	Sig. (2-tailed)	.002	
	N		172

Karl Pearson’s Product Moments Correlation Coefficient = .712

Coefficient’s Two-tailed Significance Level = .002

.002 < 0.05

Table 3 shows the correlation value of the respective responses of principals and teachers on the relationship between principals’ classroom visitation and teachers’ job performance in public secondary schools in Benue State. From the test, correlation coefficient value of .712 shows a significant relationship between the variables, and p-value (sig) of .002 which is less than the alpha value of 0.05. This indicates that the null hypothesis is not accepted. This therefore implies that there is relationship between principals’ classroom visitation and teachers’ job performance in public secondary schools in Benue State.

Research Question 2: What is the relationship between principals’ observation and teachers’ job performance in public secondary schools in Benue State?

To answer this research question, teachers responses on principals observation and teachers job performance in public secondary schools in Benue State were collected and analyzed as shown in tables 4 and 5

Table 4: Mean and Standard Deviation of Responses of Principals on Principals' Observation and Teachers' Job Performance in Public Secondary Schools

SN	Item Description	Principals			
		N	\bar{x}	SD	Decision
5.	I ensure that my teachers strictly refer to their lesson plan while teaching.	172	3.33	0.89	Agree
6.	Teachers are more confident when observed by the principal.	172	3.40	0.51	Agree
7.	Teacher's classroom information is better evaluated and recorded during observation.	172	2.93	0.80	Agree
8.	Teachers' use of instructional materials is enhanced when observed by the principal.	172	3.53	0.52	Agree
Cluster Mean and Standard Deviation			3.30	0.68	

Key: \bar{x} = mean, S.D = Standard Deviation, N = Number of respondents

Analysis of data as presented in table 4 show the mean responses of principals on principals' observation and teachers' job performance in public secondary schools in Benue state with their corresponding standard deviations. Table 4 reveals items 5 – 8 with mean scores of 3.33, 3.40, 2.93 and 3.53, with corresponding standard deviation of 0.89, 0.51, 0.80 and 0.52 respectively to be above the cutoff point of 2.50. Table 4 also reveals the cluster mean of 3.30 and standard deviation of 0.68. The cluster mean is also above the cutoff point of 2.50. This implies that Principals Supervisory Strategy of observation has relationship with teachers job performance.

Table 5: Mean and Standard Deviation of Responses of Teachers on Principals' Observation and Teachers' Job Performance in Public Secondary Schools

SN	Item Description	Principals			
		N	\bar{x}	SD	Decision
5.	During classroom observation supervisors ensure strict adherence of teachers to their lesson plan.	373	3.33	0.82	Agree

6.	Classroom observation makes teachers to be more confident in lesson delivery.	373	3.00	0.93	Agree
7.	Observation helps in evaluating and recording of specific information about what goes on within the classroom.	373	3.13	0.92	Agree
8.	Observation of lesson helps teachers to learn and be more effective in the use of instructional materials.	373	3.47	0.52	Agree
	Cluster Mean and Standard Deviation		3.23	0.80	

Key: \bar{x} = mean, S.D = Standard Deviation, N = Number of respondents

Analysis of data as presented in table 5 show the mean responses of teachers on principals observation and teachers’ job performance in public secondary schools in Benue State with their corresponding standard deviations. Items 5 – 8 with mean scores of 3.33, 3.00, 3.13 and 3.47 with corresponding standard deviation of 0.82, 0.93, 0.92 and 0.52 respectively to be above the mean cutoff point of 2.50. The cluster mean of 3.23 with standard deviation of 0.80 is also above 2.50 cutoff point; this implies that principals’ classroom observation is positively correlated with teachers’ job performance in public secondary schools in Benue State.

Hypotheses 2: There is no significant relationship between principals’ observation and teachers’ job performance in public secondary school in Benue State.

Table 6: Correlational Results on the Relationship between Principals’ Classroom Observation and Teachers’ Job Performance

		Teachers Responses	Principals’ Responses
Teachers’ Responses on Principals’ Classroom observation	Pearson Correlation	1	.722
	Sig. (2-tailed)		.001
	N	373	
Principals’ Responses on Principals’ Classroom observation	Pearson Correlation	.722	1
	Sig. (2-tailed)	.001	

N

172

Karl Pearson's Product Moments Correlation Coefficient = .722

Coefficient's Two-tailed Significance Level = .001

.001 < 0.05

Table 6 shows the correlation value of the respective responses of principals and teachers on the relationship between principal observation and teachers' job performance in public secondary schools in Benue State. From the test, correlation coefficient = .722 which shows a significant relationship between the variables, and p-value (sig) = 0.001 which is less than the alpha value of 0.05 and indicates that the null hypothesis should not be accepted. Thus, there is significant relationship between principals' observation and teachers' job performance in public secondary schools in Benue State.

6.0 DISCUSSION OF FINDINGS

The first finding reveals that there is significant relationship between principals classroom visitation and teachers' job performance in public secondary schools in Benue State. This finding collaborates that of Mallum (2009) who maintains that schools where principals visit classrooms to observe teachers perform better than those schools where classroom visitation is not carried out by the principals. In the result achieved from the data related to research question 1, it is shown that both principals and teachers agreed that effective classroom visitation is a tool for enhancing better teaching, identifying and solving teaching and learning problems, assisting ineffective teachers as well as making teachers more creative and proactive. The findings also collaborates with Marvindu (2013) who observes that through classroom visits, the supervisor (principal) has an insight into quality bench mark and performance. Obanya (2005) also agreed with the finding when he says, school performance would improve if supervisors (principals) get in touch with what goes on in the classroom. All these reviewed studies agreed with this finding. Therefore, within the confines of this study, it is found that principals instructional supervision through classroom visitation has positive relationship with the teachers job performance in public secondary schools in Benue State.

The second finding reveals that there is significant relationship between principals' observation and teachers' job performance in public secondary schools in Benue State. This finding is in line with that of Mallum (2009) who posits that schools where principals visit classrooms to observe teachers perform better than those schools where observation is not carried out by principals. The results of this study shows that classroom observation makes teachers to; adhere strictly to their lesson plan while teaching, become more confident in lesson delivery, helps in evaluating and recording specific information and enhance the use of instructional materials by teachers. These findings agree with some other findings earlier reported. First, Oyewole and Ehinola (2014), state that the common purpose of observation is to collect the necessary data to make accurate evaluative ratings. Secondly, Mavindu (2013) notes that observation of lesson presentation is the only way the supervisor can gain insight

into the quality of teaching and learning in the school. Thirdly, Murithi in Mavindu (2013) also notes that instructional supervisor can only assess the teachers potentials for excellence through observing the teacher present lesson which he/she has planned. Also, Mallum (2009) contends that classroom observation should be done regularly by principals because it keeps teachers and students alert on their work. Within the confines of this study, it firmly found that principals instructional supervision in classroom observation is positively related with teachers' job performance in public secondary schools in Benue State.

7.0 CONCLUSION

Based on the findings of this study, it was concluded that principals' instructional supervisory functions such as classroom visitation and observation have significant relationship with teachers job performance in public secondary schools in Benue State. It is therefore imperative that principals are to pay adequate and undivided attention and priority to these supervisory functions. It is thus envisaged that if proper supervisory mechanisms are put in place in schools to checkmate and regulate the activities of teachers, they would perform their duties diligently, effectively and efficiently.

8.0 RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. Principals should continue with focused instructional supervision by conducting regular classroom visitation. The process should be well planned focusing on key instructional processes such as teaching methodology, students' involvement in learning and teachers ability to provide for learners individual differences as this translate to good job performance.
2. Principals should hold classroom observation effectively with teachers in order to enhance teacher's job performance. The process should be well planned to ensure it does not inflict fear or demoralize teachers.

8.1 Limitation of the study

The main limitation of the study was initial hesitation by some school principals and teachers in responding to the questionnaire. Nevertheless, after several prompting all the respondents actually responded.

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