

## SUPERVISORY TECHNIQUES AS CORRELATES OF TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN OYI LOCAL GOVERNMENT AREA, ANAMBRA STATE

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### Abstract

The study investigated the relationship between supervisory techniques and teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State. Two research questions guided the study and two hypotheses were tested at the 0.05 significance level. A correlational design was adopted for the study. The population of study included all 293 teachers in nine public secondary schools Oyi Local Government Area, Anambra State. A census sampling technique was used to ensure all the 293 teachers participated in the study due to the manageable population size. Data were collected using researcher-developed questionnaires titled: Supervisory Technique Questionnaire (STQ) and Teachers' Job Commitment Questionnaire (TJCQ). Both instruments underwent face validation by three experts from Chukwuemeka Odumegwu Ojukwu University and demonstrated good reliability (Cronbach Alpha: 0.81 for STQ, 0.83 for TJCQ). The researcher and two assistants administered the questionnaires, achieving a response rate of 98%. Pearson's Product Moment correlation coefficient was used for analysis. The results showed among others, that classroom visitation had a strong positive relationship with teachers' job commitment in Oyi Local Government Area, Anambra State. It was also found that workshop technique had a moderate positive relationship with teachers' job commitment in public secondary schools. Recommendations included that the Ministry of Education provide funding to support workshop techniques. The study supports the effectiveness of supervisory techniques in improving teachers' job commitment in public secondary schools.

**Keywords:** Supervisory Techniques, Teachers, Job commitment, Schools, Classroom Observation, Workshop

### 1.1 Introduction

Teachers are considered as one of the key players in secondary education. Teachers are responsible for delivering instruction in the classroom to impart skills to learners, advance their knowledge, and positively shape their behavior, enabling them to act in accordance with the norms and values of society. One of the prerequisites for effective teaching and learning in the classroom is teachers' job commitment.

Teachers' job commitment is the display of a positive attitude by members of the teaching staff in performing their roles in educational institutions. Ohamobi et al (2025) described teachers' job commitment as the show of enthusiasm to invest the required time and effort in carrying out their functions and engaging in various school activities. Furthermore, Ohamobi et al asserted that teachers' job commitment is a display of their willingness to invest their time, zeal and enthusiasm

to carry out school activities to achieve educational objectives. It is the engagement of teaching staff in work activities in secondary schools. Teachers' job commitment is defined by Umeozor and Nnebedum (2022), as the dedication and involvement of teaching staff in their duties in the school. Umeozor and Nnebedum added that job commitment is related to the level of engagement and willingness of teachers to diligently perform their duties. Teachers' job commitment involves devoting time, effort, and making an emotional investment in carrying out teaching responsibilities in educational institutions. Contextually, teachers' job commitment is the act of which members of teaching staff devotedly and wholeheartedly carrying out their official duties in schools to achieve stated goals.

Teachers who are committed to their job are enthusiastic about coming to school on every workday, passionate about carrying out teaching activities, eager to exhibit strong emotional attachment to the students and feel a sense of belonging in the school community. Obidile (2025) noted that teachers' job commitment can be seen in their punctuality, classroom management, attention to other duties, teaching effectiveness and their ability to complete various tasks assigned to them on time. Furthermore, Obidile maintained that teachers with high levels of job commitment work harder, demonstrate stronger affiliation with their schools, and show a greater desire to carry out the goals of teaching than teachers with low levels of commitment. Umeozor and Nnebedum (2022) maintained that the teachers' job commitment could be determined by their proper execution of basic tasks and additional responsibilities assigned by the principals, active involvement in school functions, punctuality to work, remaining in school till the closing hour, willingness to help students to learn and regularity in school. Committed teachers uphold the values and principles of teaching profession, make personal sacrifices for the benefit of learners and colleagues and always motivated to make meaningful contributions towards the success of the school.

Teachers' job commitment seems to be below expectations in public secondary schools in Oyi Local Government Area, Anambra State. Some teachers tend to display nonchalant work attitude that indicates they are uncommitted to their job in public secondary schools in Oyi Local Government Area, Anambra State. To buttress this, Ohamobi et al (2025) noted that there is a decline in teachers' job commitment as evidenced by negative attitudes such as lateness to work, neglect of duties, negative complaints, teaching without adequate instructional materials, a lack of interest in student discipline in Anambra State's public secondary schools. In the same vein, Ibezim (2024) asserted that the scenarios of some teachers sneaking out of school during official hours to attend to their personal affairs, presenting ill-prepared lessons, exhibiting poor role models to students, absenting from school and classes make one wonder if they are committed to their job in secondary schools in Anambra State. Similarly, Okoli et al (2024) noted that most teachers lack job commitment in public secondary schools in Anambra State, as evidenced in several cases of heightened absenteeism, low morale, lack of interest in the teaching job, poor class attendance and other statutory demands such as preparation of lesson notes. Okoli, et al added that this lack of commitment of teachers is the biggest danger as it leads to the absence of fulfillment of school goals and objectives and has invariably resulted in poor performance of students. One of the mechanisms to monitor and support teachers' activities, potentially improving their job commitment, is the use of supervisory techniques.

Supervisory techniques are methods for guiding, directing and stimulating the daily operations of workers in an organization. Agodo (2023) defined supervisory techniques as the approaches used to carry out the responsibilities of overseeing, guiding, and supporting staff activities in educational institutions. Supervisory techniques are mechanisms for observing, discussing, providing assistance, and offering feedback to teachers to help them enhance their classroom teaching activities. Difoni et al (2025) defined supervisory techniques as the approaches and methods that school principals employ to oversee and support teachers' instructional practices. Supervisory techniques are mechanisms for observing the tasks executed by teachers to render professional assistance, support and encouragement to enhance their job performance. Udang (2023) conceptualized supervisory techniques as strategies for monitoring work activities and providing professional guidance to teachers to improve their competencies for the effective teaching process, thereby enhancing the learning and growth of students. Operationally, supervisory techniques are methods, strategies and ways of performing the tasks of overseeing the work activities of subordinates to offer professional suggestions and support to improve their job productivity.

There are many supervisory techniques to oversee and support the activities of teachers in secondary schools. Several scholars identified supervisory techniques as follows: classroom visitation, workshop, demonstration, micro-teaching and clinical supervision (Agodo, 2023; Elujekwute et al, 2021). The focus of this study is on the classroom visitation technique and workshop technique because it seems there is a peculiar problem in these areas.

Classroom visitation technique is the approach used by supervisors in observing instructional practices and identifying problems experienced by the teachers to render professional support and assistance to them. Renos and Pontil (2024) noted that the classroom visitation technique is a method of overseeing and assessing how teachers carry out instructional activities and provide helpful feedback to improve teaching and learning activities. It is through the classroom visitation technique that principals observe teaching activities carried out by teachers. Junaidu et al (2025) asserted that the classroom observation technique is a systematic process of watching teaching and learning activities in a classroom setting to assess instructional effectiveness, student engagement, and overall classroom dynamics. In the same vein, Udang (2023) stressed that the school principal applies the classroom visitation technique to assist the teachers to perform effectively in areas such as preparation of lesson plan and lesson notes before lesson delivery, good use of instructional methods and teaching aids, keeping and maintaining school records, and classroom management, among others. The observation of principals during classroom visitation could form the basis for illustrating ways of improving their teaching activities through demonstration techniques.

A workshop is a supervisory technique that is an interactive and practice session in which a group of teachers actively engage in discussion and activities to gain knowledge of a given concept. Normakoh (2022) noted that a workshop is a supervisory technique in which a group of teachers identify and find solutions to problems in the teaching and learning process in the classroom. Workshops as an instructional supervisory strategy are a platform where supervisors, teachers, and subject specialists come together to exchange ideas and share teaching experiences, aiming to acquire knowledge and skills to meet the current and emerging demands of the teaching profession (Chimezie-Mathew & Ezeala, 2022). Workshops, as a supervisory technique, usually



involve a small number of teachers to encourage individualized attention during practical activities. Pinga and Nyitar (2018) noted that a workshop, as a supervisory technique, provides an opportunity for critical analysis of ideas related to the issue, problem, or topic at hand in a permissive, topic-centered and face-to-face interaction and directed practice. It is through the workshop supervisory technique that supervisors provide participants with practical tools and processes of carrying out a given instructional task to enable them to acquire specific skills or knowledge.

The activities of teachers tend to be irregularly supervised in public secondary schools in Oyi Local Government Area, Anambra State. Abonyi (2020) noted that the activities of teachers are poorly supervised in public secondary schools in Anambra State. Continuing, Abonyi maintained that some principals do a lot of paperwork as part of their administrative duties, spending little or no time on teachers' supervision. In the same vein, Okpara et al (2025) noted that there are traces of evidence of poor instructional supervision, which might be a result of incompetence of some principals in public secondary schools in Anambra State. Okpara et al added that when teachers perceive the principal to be incapable of supervising and handling their affairs, it could lead them to exhibit a poor attitude to work, absenteeism, lack of dedication to teaching and carrying out assigned tasks in public secondary schools in Anambra State. Therefore, it is against this backdrop that this study investigated supervisory techniques as correlates of teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State.

## **1.2 Statement of the Problem**

Teachers are one of the important personnel in the educational system and as such, they have to exhibit high job commitment. This is very necessary because, if teachers are not committed to their job, the students will not be properly taught and the realization of the objective of secondary education could be hindered. Unfortunately, the job commitment of some teachers has not been encouraging in some public secondary schools in Oyi Local Government Area, Anambra State. It is worrisome that some teachers seem to arrive late to work, are absent from school without official permission, neglect their duties, leave the school during official hours for personal business, deliver instructions with ill-prepared lesson notes and exhibit low morale in teaching students. The poor job commitment can perhaps decrease the pace and quality of work carried out by teachers, which hinders the attainment of predetermined educational goals in public secondary schools in Oyi Local Government Area, Anambra State.

The low commitment of some teachers is probably due to the fact that their activities are not properly supervised in some public secondary schools in Oyi Local Government Area, Anambra State. Some principals appear to give little attention to supervision of teachers and this tends to give them the opportunity to disengage in work activities that could hinder effective teaching and learning in public secondary schools in Oyi Local Government Area, Anambra State. Teachers who perceive their principals to be incapable of applying various supervisory techniques to oversee, direct and guide their work attitude could exhibit a negative work attitude that depicts poor job commitment in public secondary schools in Oyi Local Government Area, Anambra State. It is these problems that prompted this study to examine supervisory techniques as correlates of teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State.

### 1.3 Purpose of the Study

The general purpose of this study is to examine supervisory techniques as correlates of teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State. Specifically, the study sought to examine:

1. Classroom visitation technique as correlates of teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State.
2. Workshop technique as correlates of teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State.

### 1.4 Research Questions

The following research questions guided the study:

1. What is the relationship between classroom visitation technique and teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State?
2. What is the relationship between workshop technique and teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State?

### 1.5 Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between classroom visitation technique and teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State.
2. There is no significant relationship between demonstration technique and teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State.

## 2. Methods

A correlational research design was used. The study took place in Oyi Local Government Area, Anambra State. This area was chosen because there are concerns about low teacher commitment, which may be attributed to irregular supervision in secondary schools. The population included all 293 teachers from the nine public secondary schools in Oyi LGA. Because the population was small and manageable, all 293 teachers were selected using a census sampling technique.

Two sets of instruments, titled "Supervisory Techniques Questionnaire (STQ)" and "Teachers' Job Commitment Questionnaire (TJCQ)" were used for data collection. The two sets of instruments were structured by the researcher based on insight gained from literature and consultation with experts. STQ, which gathered information on supervisory techniques, contained 20 items divided into two clusters: A and B. Cluster A, focusing on classroom visitation techniques, comprised 10 items, and Cluster B contained 10 items on workshop techniques. Those items are placed on a four-point rating of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1, respectively. TJCQ, which was structured to measure teachers' job commitment, contained 18 items placed on a four-point rating of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1, respectively.

The researcher determined the face validity of the instruments. The title, purpose, research questions, hypotheses, and instruments were given to three experts in Educational Foundations, including two in Educational Management and one in Measurement and Evaluation, all at Chukwuemeka Odumegwu Ojukwu University. The experts advised making introductory statements clearer, writing supervision components as techniques, and correcting grammar. These suggestions were used in the final instruments. The reliability of the instruments was measured with Cronbach's alpha, which showed coefficients of 0.81 and 0.80 for Clusters A and B of the STQ, and 0.83 for the TJCQ. These results indicate that both instruments are reliable.

The researcher and two research assistants, who were secondary school teachers in Oyi LGA, handed out the questionnaires to teachers directly. Of the 293 questionnaires distributed, 288 were properly completed and returned, resulting in a 98% response rate. The completed questionnaires were used for data analysis. The data were analyzed using Pearson's product-moment correlation coefficient to answer the research questions and test the hypotheses. The correlation coefficient, as proposed by Schober, Boer, and Schwarte (2018), was used to interpret the results.

Coefficient

.00- .10

.11- .39

.40- .69

.70- .89

.90- .1.00

.80-1.00

Relationship

Negligible correlation

Weak correlation

Moderate correlation

Strong correlation

Very strong correlation

High

If the p-value is equal to or greater than 0.05, the null hypothesis is accepted and the difference is not statistically significant. If the p-value is less than 0.05, the null hypothesis is rejected and the difference is statistically significant.

### 3. Results

**Research Question 1:** What is the relationship between classroom visitation technique and teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State?

**Table 1: Pearson (r) on Relationship Classroom Visitation Technique Practices and Teachers' Job Commitment**

Variables	N	Classroom Visitation Technique	Teachers' Job Commitment	Remarks
Classroom Visitation Technique	288	1.00	0.708	Strong Positive Relationship
Teachers' Job Commitment	288	0.708	1.00	

Result on Table 1 showed a Pearson's correlation coefficient ( $r$ ) of 0.708. This shows that there is strong positive relationship between classroom visitation technique and teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State. This indicated that an improvement on classroom supervisory technique will strongly contribute to teachers' job commitment.

**Research Question 2:** What is the relationship between workshop technique and teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State?

**Table 2: Pearson ( $r$ ) on Relationship Workshop Technique Practices and Teachers' Job Commitment**

Variables	N	Clinical Technique	Teachers' Job Commitment	Remarks
Clinical Technique	288	1.00	0.655	Moderate Positive Relationship
Teachers' Job Commitment	288	0.655	1.00	

Result in Table 2, revealed that a Pearson's correlation coefficient ( $r$ ) of 0.655 was obtained. This shows that there is moderate positive relationship between workshop technique and teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State. This indicated that workshop technique can moderately lead to job commitment of teachers.

**Hypothesis One:** There is no significant relationship between classroom visitation technique and teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State.

**Table 3: Pearson ( $p$ -value) on the Significant Relationship between Classroom Visitation Technique and Teachers' Job Commitment**

Variables	n	Classroom Visitation Technique	Teachers' Job Commitment	$P$ -value	$\alpha$	Remarks
Classroom Visitation Technique	288	1.00	0.708	0.000	.05	Rejected
Teachers' Job Commitment	288	0.708	1.00			

Table 3 revealed that the  $p$ -value of 0.000 is less than 0.05. Therefore, since the  $p$ -value is less the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, there is no



significant relationship between classroom visitation technique and teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State.

**Hypothesis Two:** There is no significant relationship between workshop technique and teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State.

**Table 4: Pearson (p-value) on the Significant Relationship between Workshop Technique and Teachers' Job Commitment**

Variables	n	Workshop Technique	Teachers' Job Commitment	P-value	$\alpha$	Remarks
Workshop Technique	288	1.00	0.655	0.000	.05	Rejected
Teachers' Job Commitment	288	0.655	1.00			

As shown in Table 4, the *p*-value of 0.000 is less than 0.05. Therefore, since the *p*-value is less the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, there is no significant relationship between workshop technique and teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State.

#### 4. Discussion of the Findings

The study's results showed a strong positive relationship between classroom visitation technique and teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State. This finding aligns with Olarte and Tagadiad's (2025) study, which indicated that the classroom visitation technique has a strong relationship with teachers' job commitment in public secondary schools. This finding also supports the research of Agodo (2023), which revealed that the classroom visitation technique is a strong predictor of teachers' job commitment in public secondary schools. The similarity in time span and secondary schools in which the studies were conducted could account for the agreement in findings. The possible explanation for the finding is that the classroom visitation technique is geared towards observing the work activities and rendering professional support to teachers, which could be associated with strong job commitment in public secondary schools in Oyi Local Government Area, Anambra State. The classroom visitation technique has a strong relationship with job commitment, likely due to its role as a platform for monitoring teachers in public secondary schools in Oyi Local Government Area, Anambra State.

Further results indicated a significant relationship between classroom technique and teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State. This finding aligns with Olarte and Tagadiad's (2025) study, which revealed a significant relationship between classroom visitation technique and teachers' job commitment in public secondary schools. This finding is also in agreement with Agodo's (2023) study, which revealed that the classroom visitation technique was a significant predictor of teachers' job commitment in



public secondary schools. The classroom visitation technique is applied to observe and address problems faced by teachers, which may be responsible for the significant relationship between their job commitment and public secondary schools in Oyi Local Government Area, Anambra State.

The study's findings revealed a moderate positive relationship between workshop technique and teachers' job commitment in public secondary schools of Oyi Local Government Area, Anambra State. This finding aligns with Olarte and Tagadiad's (2025) study, which demonstrated a moderate relationship between the workshop technique and teachers' job commitment in public secondary schools. This agreement is connected to the fact that the two studies were conducted in secondary schools using similar participants. The finding could be explained by the fact that workshop techniques provide an opportunity for teachers to engage in practical activities, enhancing their knowledge and equipping them with innovative teaching skills that can motivate them to display moderate job commitment in public secondary schools in Oyi Local Government Area, Anambra State. Teachers who are brought together in a workshop exchange practical work experiences, which boost their morale and serve as a basis for exhibiting moderate job commitment in public secondary schools in Oyi Local Government Area, Anambra State.

It was also found that there is a significant relationship between workshop technique and teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State. This finding aligns with Olarte and Tagadiad's (2025) study, which demonstrated a moderate and significant relationship between the workshop technique and teachers' job commitment in public secondary schools. The finding is explained by the fact that the workshop technique is geared towards the professional development of teachers, which gives them a sense of being valued and supported in discharging their duties.

## **5. Conclusion**

Based on the study's findings, it was concluded that supervisory techniques are positive and significant correlates of teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State. Supervisory techniques, such as classroom visitation and workshops, can make a substantial contribution to teachers' job commitment in public secondary schools in Oyi Local Government Area, Anambra State. Supervisory techniques are designed to provide professional guidance and support to teachers, which fosters positive job commitment in public secondary schools of Oyi Local Government Area, Anambra State.

## **Recommendations**

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

1. Principals should give top priority to unannounced classroom visitation to oversee teachers' instructional activities in the classroom and provide professional support to enhance their job satisfaction.
2. The Ministry of Education should allocate funds to school managers to facilitate the use of the workshop technique, thereby improving teachers' job commitment.

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