



INFLUENCE OF PRINCIPALS' DEMONSTRATION AND WORKSHOP SUPERVISORY TECHNIQUES ON TEACHERS' JOB PERFORMANCE IN PRIVATE SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study investigated the influence of principals' demonstration and workshop supervisory techniques on teachers' job performance in private secondary schools in Anambra State. Two research questions guided the study and two hypotheses were tested at the 0.05 level of significance. A descriptive research design was adopted for this study. The population of the study comprised 686 principals (627 males and 59 females) from the 686 private secondary schools in Anambra State. The sample for this study comprised 353 respondents (319 males and 34 females), drawn using a proportionate stratified sampling technique. A researcher developed an instrument titled 'Influence of Demonstration and Workshop Supervisory Techniques on Teachers' Job Performance Questionnaire (IDWSTJPQ)' was used for data collection. The instruments were subjected to face validation by three experts, comprising two in Education Management and one in Measurement and Evaluation, all from the Department of Educational Foundations in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam campus. Content validation of the instrument was conducted using factor analysis. Cronbach's Alpha was used to assess the instrument's internal consistency, yielding a coefficient of 0.84. Data collected were analyzed using mean and standard deviation to answer the research questions and an independent t-test to test the hypotheses. The findings revealed that the demonstration technique has positively influenced teachers' job performance in private secondary schools in Anambra State. It was also reported that there is no significant difference in the mean ratings of male and female principals on the influence of workshop supervisory technique on teachers' job performance in private secondary schools in Anambra State. Based on the findings, it was recommended, among others, that school principals organize annual teaching sessions that involve demonstrations of instructional activities for teachers to refresh their knowledge and acquire ideas to enable them to effectively discharge their duties and achieve high job performance.

Keywords: Influence, Demonstration, Workshop, Teachers, Job Performance, Private Schools

1.1 Introduction

Teachers are key players that contribute to the success of educational institutions. Teachers are responsible for imparting knowledge and skills required by the students to become useful to themselves and also contribute to the progress of the society. The teachers are responsible for

fostering character and personal development of students through instilling values like respect for others, honesty, empathy and integrity by direct instruction and displaying personal examples. Therefore, the skills and character development of students is greatly tied to teachers' job performance.

Teachers' job performance is the act of discharging duties for the accomplishment of set goals and objectives. According to Obionu, Nnebedum and Oshia (2025), teachers' job performance involves discharging instructional activities and other duties assigned to teaching staff to attain set goals within a given time in secondary schools. The authors added that teachers' job performance refers to the engagement of teaching staff in work activities aimed at achieving specific goals in secondary schools. Teachers' job performance is the effort and willingness of teaching staff to fulfill their duties or responsibilities in educational institutions. Mbon, Arop, Ekanem, Ebuara and Emanghe (2021), defined teachers' job performance as the deliberate efforts and energy that teaching staff commit towards the attainment of predetermined goals in an organization. It is the act of attaining a particular job requirement. Teachers' job performance is the act of accomplishing a given task through dedication to work roles in secondary schools.

Teachers' work activities can be used to assess their job performance in secondary schools. The preparation and presentation of lesson, display of mastery of the subject matter, use of innovative teaching strategies, use of appropriate teaching aids, level of interaction with students, classroom management and organization can be used to evaluate the job performance of a teacher. Udemba (2021) posited that secondary school teachers' job performance could be measured through annual report of their activities in terms of performance in teaching, lesson preparation, mastery of subject matter, competence, teachers' commitment to the job, effective leadership, supervision, monitoring of students' work, motivation, class control and disciplinary ability of teachers. Many private secondary school teachers in Anambra State appear unqualified, which may result in insufficient lesson preparation and presentation. Manafa (2020) observed deteriorating job performance among these teachers, as indicated by absenteeism, inadequate lesson planning, and missed teaching periods. Also, Nwankwo and Ifeanyi (2021) asserted that there are cases of frequent absenteeism from school by teachers, aggressive behavior towards colleagues and learners, early exits from the profession, and psychological withdrawal from work private secondary schools in Anambra State. In the same vein, Okafor, Nnebedum and Oshia (2025) noted that some teachers deliver instructions without taking into consideration of learning needs of students, exhibit poor understanding of their subject matters, present lessons in disorganized classroom and disengage from certain events in private secondary schools in Anambra State. Ezinine (2021) noted that this laxity may stem from irregular supervision. Principals are responsible for supervising teachers' activities.

The school administrators, through supervision of instruction, ensure that laid-down policies and practices are adhered to attain predetermined educational objectives. Onu, Ozioko and Edikpa (2021), contended that the primary aim of instructional supervision is to ensure standards are maintained and school programmes are run in accordance with the laid-down rules and regulations. Instructional supervision enables teachers to execute their duties and conduct themselves more appropriately. Elujekwute *et al.* (2021) highlighted supervisory techniques to

include classroom observation, demonstration, micro-teaching, inter-school visit, clinical supervision, research approach and self-appraisal. Similarly, Gishiwa, Barda, Bulus, Abba, Aliyu and El-Jajah (2019) listed supervisory techniques as follows: classroom observation/visitation, workshop and demonstration. The supervisory techniques used in this study were the demonstration and workshop techniques.

Demonstration is a supervisory method where supervisors clearly model teaching methods or aids. Elujekwute, Shir, and Elujekwute (2021) asserted that principal-led demonstrations improve teachers' instructional methods and job performance. Edo and David (2019) similarly described demonstrations as instructional presentations that illustrate or clarify content. Demonstrations are particularly valuable when introducing innovations or new resources, as noted by Abonyi (2020). This technique is effective for guiding groups of teachers and can be used by principals during workshops to direct the use of innovative devices.

A workshop is a platform that brings together teachers in specialized areas for discussion of instructional issues. Agu et al (2021) noted that workshop technique can be seen as an instructional supervisory technique in which a platform is created where the supervisor, teachers and subject specialists are brought together to exchange ideas and share teaching experiences in order to acquire knowledge and skills to meet current and emerging demands of the teaching profession. Sule and Okoi (2019) asserted that a workshop is one of the supervisory services that are useful, resourceful and rewarding in the teaching and learning process. Furthermore, the authors stressed that it is premised on the fact that a workshop is usually composed of a common purpose: finding a solution to a particular educational problem. During workshops, school managers sensitize teachers by equipping them with relevant knowledge and skills to carry out assigned tasks (Tarsianer, Gitonga & Kubai, 2021).

Principals seem not to accord the necessary priority to demonstration and workshop as supervisory techniques in private secondary schools in Anambra State. Ofojebe and Ugwo (2020) noted that some private secondary principals in Anambra State seems to place more emphasis on their managerial and administrative duties at the expense of instructional supervisory practices of demonstration and workshop. The principals could differ in their supervisory roles based on their gender. According to Alaeke and Onyali (2025), gender is the behavioural patterns, social expectations and cultural demands that are associated to being males and females. Research undertaken on the basis of gender-related differences in supervisory of instruction yielded inconsistent results. Obiekwe, Mbonu and Ikdimma (2021) reported that male and female principals did not differ significantly in the performance of supervision of instruction roles in secondary schools. On the contrary, Nasreen, Shah and Naeem (2023) noted that there was a statistically difference in the perception of male and female principals' supervisory practices in private secondary schools. Given this backdrop, gender was considered into the investigation of the influence of demonstration and workshop supervisory techniques on teachers' job performance in private secondary schools in Anambra State.

1.2 Purpose of the Study

The main purpose of the study was to determine the influence of principals' demonstration and workshop supervisory techniques on teachers' job performance in private secondary schools in Anambra State. Specifically, the study determined influence of:

1. demonstration technique on teachers' job performance in private secondary schools in Anambra State; and
2. workshop technique on teachers' job performance in private secondary schools in Anambra State.

1.3 Research Questions

The following research questions guided the study

1. What is the influence of demonstration technique on teachers' job performance in private secondary schools in Anambra State?
2. What is the influence of workshop technique on teachers' job performance in private secondary schools in Anambra State?

1.4 Hypotheses

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

1. There is no significant difference in the mean ratings of male and female principals on the influence of demonstration technique on teachers' job performance in private secondary schools in Anambra State.
2. There is no significant difference in the mean ratings of male and female principals on the influence of workshop technique on teachers' job performance in private secondary schools in Anambra State.

2. Methods

A descriptive survey research design was adopted for the study. The study population comprised 686 principals (627 males and 59 females) from the 686 private secondary schools in Anambra State. The sample for this study consisted of 353 respondents, comprising 319 males and 34 females, drawn using a proportionate stratified sampling technique. A researcher developed an instrument titled 'Influence of Demonstration and Workshop Supervisory Techniques on Teachers' Job Performance Questionnaire (IDWSTJPQ)' was used for data collection. IDWSTJPQ has two sections. Section A of the instrument will elicit information on respondents' biodata. Section B has two parts, namely: I and II. These parts were based on the four areas of supervisory techniques covered in the study. Part I contained 10 items on the influence of demonstration technique on teachers' job performance, and cluster II contained 10 items on the influence of workshop technique on teachers' job performance. The instrument therefore contains a total of 20 items in all of which are structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); and Strongly Disagree (SD) weighted 4, 3, 2 and 1, respectively.

The instrument was subjected to face validation by three experts, all lecturers in the Department of Educational Foundations, two in Educational Management and one in Measurement

and Evaluation, all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam. The experts were presented with the title, purpose of the study, research questions and hypotheses, and a copy of the questionnaire, and were requested to examine and scrutinize the items in terms of content, relevance, suitability, clarity, and coverage of the study's dimensions. The experts' suggestions were incorporated before the final draft of the questionnaire was produced. The construct validity of the instrument was determined using “factor analysis” with principal component analysis, which used the rotated component matrix to factor the items. A communality test was performed to further assess the validity of all variables using principal component analysis. The Kaiser-Meyer-Olkin (KMO), which measures sample adequacy, was .891, while Bartlett's Test of Sphericity was significant (App. chi-square = 3200.029, sig. = .00), indicating sufficient intercorrelations for the factor analysis.

Cronbach's alpha was used to assess the instrument's internal consistency. The data used for computing the reliability indices was obtained from the 30 copies of questionnaires administered on a sample of 30 principals in Enugu state. The choice of Enugu State is that Anambra and Enugu States share similar characteristics in the management of private secondary schools. Cronbach's alpha is used to compute the collected data. Cronbach's alpha is considered appropriate for assessing the instrument's internal consistency. The coefficients for Parts I and II were 0.82 and 0.85, respectively and the overall coefficient was 0.84. Thus, the researcher considered the instrument to be reliable for the study.

The researchers, with the help of five research assistants who are private secondary school teachers in Anambra State, used a direct approach for data collection. A total of 353 copies of the questionnaire were distributed, and 341 were properly completed and successfully returned, yielding a 97% return rate. At the end of the exercise, copies of the questionnaires that were properly completed and retrieved were used for data analysis. The collected data were analyzed using mean and standard deviation to answer the research questions, while a t-test was used to test the hypotheses. In taking decisions on the research questions, a mean item rating of 2.50 or higher was taken as agreement, and any mean rating below 2.50 was taken to indicate disagreement. In taking decisions on the null hypotheses, if the exact p-value is equal to or greater than the significant value of 0.05, the null hypothesis was accepted, but if the exact p-value is less than the significant level of 0.05, the null hypothesis was rejected.

3. Results

Research Question 1: What is the influence of demonstration as a supervisory technique on teachers' job performance in private secondary schools in Anambra State?

Table 1: Mean Ratings and Standard Deviation Scores on Male and Female Principals on the Influence of Demonstration as a Supervisory Technique on Teachers' Job Performance

S/ N	ITEMS	Male Principals (n =309)			Female Principals (n=32)		
		$\bar{x}$	SD	Remark	$\bar{x}$	SD	Remark
1	Illustrate the use of instructional materials to improve teachers skills	2.81	1.09	Agree	2.90	1.07	Agree
2	Showcase how teachers could present lesson in well-organized manner to improve their instructional delivery	2.65	1.01	Agree	2.58	1.04	Agree
3	Exhibit lesson note preparation strategies for teachers to improve in that aspect	2.84	1.08	Agree	2.81	0.96	Agree
4	Exhibit several classroom control measures to teachers for handling learners in the classroom	2.86	1.11	Agree	2.71	1.03	Agree
5	Explain new subjects matter by using vivid examples to improve teachers' subject mastery	2.76	1.05	Agree	2.70	1.11	Agree
6	Illustrate measures for reinforcement of students during supervision to promote active engagement of leaners in classroom activities	2.81	1.02	Agree	2.96	1.00	Agree
7	Showcase several instructional techniques to teachers to improve the instructional delivery of teachers	2.54	1.07	Agree	2.55	1.11	Agree
8	Illustrate new teaching methods to teachers to enable them up-date their skills	2.76	0.96	Agree	2.80	1.06	Agree
9	Model moderate tone to teachers to improve the tone of their voices during instruction	2.71	1.02	Agree	2.67	1.05	Agree
10	Explain with vivid examples the means of encouraging active participation of learners in classroom activities	2.61	1.02	Agree	2.53	1.06	Agree
Cluster Mean		2.74	1.03	Agree	2.72	1.05	Agree

Result in Table 1 indicates that the mean scores of male and female principals for all items are above 2.50 indicating agreement with the items as influence of demonstration as a supervisory technique on teachers' job performance. The cluster standard scores which stood at 1.03 and 1.05 for male and female principals respectively indicated homogeneity amongst their responses in each item. The clusters mean of 2.74 and 2.73 obtained by male and female principals which are above the cut off mean score of 2.50 indicated demonstration as a supervisory technique has positive influence on teachers' job performance in private secondary schools in Anambra State

Research Question 2: What is the influence of workshop as a supervisory technique on teachers' job performance in private secondary schools in Anambra State?

Table 2: Mean Ratings and Standard Deviation Scores on Male and Female Principals on the Influence of Workshop as a Supervisory Technique on Teachers' Job Performance

S/ N	ITEMS	Male Principals (n =309)			Female Principals (n=32)		
		$\bar{x}$	SD	Remark	$\bar{x}$	SD	Remark
11	Clearly setting of the purpose of the workshop in such a way to help teachers learn how to present their lesson	2.72	1.03	Agree	2.65	1.04	Agree

12	Seek diverse opinions of specific classroom disciplinary problems to find lasting solutions during workshop for improving teaching	2.61	1.01	Agree	2.66	1.09	Agree
13	Expose teachers to various instructional strategies during workshop that contribute to acquisition of new skills to enhance teaching	2.75	1.02	Agree	2.84	1.07	Agree
14	Organize annual in-service workshop for teachers to gain new ideas of improving teaching and learning	2.46	1.05	Disagree	2.48	1.11	Disagree
15	Introduce innovative instructional devices for group of teachers to engage in intensive discussion on their usages during workshop	2.63	1.07	Agree	2.64	1.03	Agree
16	Bring teachers from other schools during workshop to give teachers the opportunity of knowing different instructional methods utilized in teaching	2.74	1.05	Agree	2.87	1.04	Agree
17	Introduce new teaching concept for them to discuss further during workshop for them to learn how to become competent in lesson delivery	2.68	1.01	Agree	2.77	1.02	Agree
18	Invite subject specialists during workshop to help teachers acquire in-depth knowledge of their subject matters	2.59	1.07	Agree	2.55	1.02	Agree
19	Invite experienced teachers together to share teaching experiences with new ones to enhance their awareness in solving instructional problems	2.70	1.08	Agree	2.61	1.10	Agree
20	Evaluate teachers to get feedback of their experience during workshop to improve teaching	2.61	1.01	Agree	2.60	1.03	Agree
Cluster Mean		2.65	1.04	Agree	2.67	1.06	Agree

As shown in Table 2, the mean scores of male and female teachers for all items with exception of item 14 are above 2.50 indicating agreement with the items as the influence of workshop as a supervisory technique on teachers' job performance. The cluster standard scores which stood at 1.04 and 1.05 for male and female principals respectively indicated homogeneity in their responses amongst each cluster. The clusters mean of 2.65 of male principals and 2.67 of female principals which are above the cut off mean score of 2.50 indicated workshop as a supervisory technique has positive influence on teachers' job performance in private secondary schools in Anambra State

Test of Hypotheses

Two null hypotheses were formulated and tested with inferential statics at .05 level of significance.

Hypothesis 1: There is no significant difference in the mean ratings of male and female principals on the influence of demonstration technique on teachers' job performance in private secondary schools in Anambra State.

Table 3: The Summary of Independent t-test of Mean Ratings of Male and Female Principals on the Influence of Demonstration Technique on Teachers' Job Performance

Variables	N	X	SD	p-value	Df	α	Remark
Male Principals	309	2.74	1.03	0.07	339	0.05	Not Significant
Female Principals	32	2.72	1.05				

Data in table 3 indicates that the p-value of 0.07 is greater than the 0.05 level of significance at 399 degree of freedom. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of male and female principals on the influence of demonstration technique on teachers' job performance in private secondary schools in Anambra State.

Hypothesis 2: There is no significant difference in the mean ratings of male and female principals on the influence of workshop technique on teachers' job performance in private secondary schools in Anambra State.

Table 4: The Summary of Independent t-test of Mean Ratings of Male and Female Principals on the Influence of Workshop Technique on Teachers' Job Performance

Variables	N	X	SD	p-value	Df	α	Remark
Male Principals	309	2.65	1.04	0.12	339	0.05	Not Significant
Female Principals	32	2.67	1.06				

Data in table 4 reveals that the p-value of 0.12 is greater than the 0.05 level of significance at 399 degree of freedom. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of male and female principals on the influence of workshop technique on teachers' job performance in private secondary schools in Anambra State.

4. Discussion of Findings

The finding of the study showed that demonstration technique has positively influenced teachers' job performance in private secondary schools in Anambra State. This agreed with the finding of Elujekwute, Shir and Elujekwute (2021) which indicated that principals' demonstration technique had a positive influence on teachers' job performance in public secondary schools. This also affirmed the finding of Edo and David (2019) which indicated that demonstration strategies have influence on teachers' job performance. This is in disagreement with the finding of Agogbua, Umeh and Amobi (2021) which showed that demonstration technique has no influence on teachers' productivity in secondary schools in Lagos State, Nigeria. This also contradicted the finding of Sule (2013) which observed that the principals' supervisory demonstration strategy has no influence on teachers' job performance. The contradiction in findings could be attributed to the difference in the time span of the two studies. The demonstration as a technique of supervision enables principals to illustrate different teaching strategies and the appropriate use of instructional materials, which improves the expertise of teachers and, in turn, influences their job performance. The observations and questions posed by teachers to principals and the answers they receive during demonstration technique inspire them to effectively discharge their duties which influence their job performance.

It was found that there is no significant difference in the mean ratings of male and female principals on the influence of demonstration technique on teachers' job performance in private secondary schools in Anambra State. This affirmed the finding of Aluko, Oba, and Arikewuyo (2021), which indicated that there was no significant difference in the responses of male and female business educators regarding the influence of demonstration technique on their instructional performance. This supported the finding of Yousaf, Usman, and Islam (2018), which revealed that

there is no significant difference between male and female school principals in the influence of principal demonstration practices on work performance. A significant difference in the mean ratings of male and female secondary school principals on the influence of demonstration technique on teachers' job performance could indicate that they have similar job experiences and are exposed to the same training programmes.

The study's results revealed that the workshop technique has positively influenced teachers' job performance in private secondary schools in Anambra State. This is in consonance with the finding of Uduak and Daniel (2019) which showed that workshop technique has influence on teachers' job performance. This supported the finding of Ampofo, Onyango and Ogola (2019) which showed that school heads' workshop supervisory technique has positive influence on teacher role performance. The workshop, as a supervisory technique, brings together people with real experience in the subject under discussion to exchange ideas and acquire practical skills that improve their job performance. The new ideas and knowledge gained by teachers during the workshop enhance their understanding of their subject matter, which in turn improves their job performance. Workshop technique of supervision is associated with the job performance as offer them the opportunity to try and learn new methods of carrying out instructional activities.

It was found that there is no significant difference in the mean ratings of male and female principals on the influence of workshop technique on teachers' job performance in private secondary schools in Anambra State. This agreed with the finding of Aluko, Oba and Arikewuyo (2021) which indicated that there was no significant difference on the responses of male and female business educators on the influence of workshop technique on their instructional performance. A significant difference in the mean ratings of male and female secondary school principals on the influence of workshop techniques on teachers' job performance could indicate that they have similar job experiences and are exposed to the same training programmes.

5. Conclusion

Based on the findings of this study, it was concluded that demonstration and workshop supervisory techniques have a positive and significant influence on the teachers' job performance in private secondary schools in Anambra State. The elements of direction, guidance, and assistance associated with the application of demonstration and workshop supervisory techniques enrich knowledge and upgrade the skills of teachers to improve their job performance.

6. Recommendations

Based on the findings, the following recommendations were made:

1. School principals should organise annual teaching sessions that use demonstrations of instructional activities, helping teachers refresh their knowledge and adopt new ideas. This experience will enable teachers to carry out their duties more effectively and confidently, resulting in enhanced job performance.
2. Parent Teacher Association should sponsor annual workshop programs for teachers, enabling them to exchange ideas and gain practical skills. Such sponsorship can lead to positive changes in classroom practices, which in turn can enhance teachers' job performance.

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