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## **PRINCIPALS' SUPERVISORY SKILLS FOR TEACHERS' JOB PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE**

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### **ABSTRACT**

The study examined principals' supervisory skills for teachers' job performance in public senior secondary schools in Rivers State. Three research questions and three null hypotheses were formulated to guide the study. The design of the study was descriptive design with a population of 7,182 consisting of 289 principals and 6,893 teachers in the 289 public senior secondary schools in Rivers State. A sample of 712 which was 10% of the total population of the study was determined through a stratified random sampling technique. The instrument adopted for the study was a research questionnaire titled "Principals' Supervisory Skills and Teachers' Job Performance (PSSTEJP)" had a reliability coefficient of .740 and this was after face and content validation. Mean ( $\bar{x}$ ) and standard deviation (SD) were used to answer the research questions while the z-test was used to test the null hypotheses at the .05 level of significance. The results revealed that principals' supervisory skills foster teachers' job performance in public senior secondary schools in Rivers State. From the findings, it was concluded that principals' supervisory skills fosters teachers' job performance in public senior secondary schools in Rivers State. Hence, the study recommended among others that schools principals should regularly supervise teachers' activities as away of improving teachers' job performance, and also that the Ministry of Education and School Board should encourage school principal to provide individualized supervision support that will improve teachers' job performance.

**Keywords:** Supervisory, Skills, Principals', Secondary, School, Performance, Job, Teachers.

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## INTRODUCTION

Education is an essential tool that helps everyone in an organization to achieve what they plan for, it also a vital instrument needed for the development and technological advancement of every nation (Ololube, 2017). There is no nation that can boast of development if the principals' supervisory skills are poor and if the teacher's job performance is poor. Principals' supervisory skills involve the ability to provide solution to any situations that arises in schools. According to Ayeni and Babalola (2012) and Brando et al. (2018), principals are expected to give quality supervision to ensure effective job performance by the teachers in Senior Secondary Schools. Principals as an administrative head must possess high supervisory skills in order to make the teachers focus on their job. They are to monitor the activities of the teachers in the classroom to know if the teachers are using or following the school curriculum, using the educational materials given to them properly and to know if the students are receiving quality knowledge from the teacher. Principals as the chief administrators of schools are the ones that hold the presiding rank in the schools. Principals have been described with several other titles such as: the head teachers, the headmasters, head chancellors. Principals are the leaders of the schools. They are accountable for managing the major administrative tasks and supervision of all staff and students to promote the success of all students. It is the duties of the principals to adopt the right skills in supervising the teachers' job (Aechibong, 2008).

A skill can be described as a special ability or capacity to perform a specific task or activity. Skills are mostly acquired through education and training, principals, as school leaders carry out numerous functions that require different skills as different job sets require different types of skills. Several skills are needed to perform basic administrative functions in the schools, the skills needed are: observation skills, information gathering skills, evaluation skills, communication skills, Principals need to apply the right knowledge in supervising the teachers in the classroom in order to know the performance of the students in the class moreover wisdom is very important in supervising the teachers, when the principals apply the right wisdom in supervising the teacher's job, there is always an improvement within the classroom. A teacher is someone who impact knowledge to the students, a teacher is one whose occupation is to instruct. A teacher is such an important creature in life of a student, who through his knowledge, patience and love gives a strong shape to a student's whole life (Akinwimiju & Agabi, 2013; Cambell, 2015).

One of the responsibilities of the heads of secondary schools is to adopt the right skills in coordinating and leading the activities of their teachers for sustainable educational development to be possible. The principals of secondary schools are the internal supervisors, change agents who contribute to the curriculum development in the school. However, a look at most activities of school principals often shows that some of them have not learnt the 'servant-leadership, equity-driven and maintainable people centred partnership', with the people they supervise.

Educational scholars (Akpotu, 2014) have given their views about the meaning of supervision. It is seen as a conscious planned programme for the improvement and consolidation of instruction. Supervision is well-thought-out to be a dynamic function involving the stimulation of the teachers, while evaluating their performances with an ultimate view to improve the entire teaching- learning situation. Educational scholars (Ani, 2015, Cetal, 2014; Casting, 2016) have added that supervision encompasses demonstration instruction, surveillance lessons, organization of conferences, consultations and workshops, supervision in the planning of instructional strategies and placement of new staff. Supervision guides the day-to-day procedure

of the informative institute by inspiring, directing and coordinating the workers and their effort at work. It also helps in cultivating good working personnel relations such that everyone involved can collectively perform effectively all the functions that will lead to goal attainment. Peretomode (2009) viewed that instructional supervision is seen as activities carried out by the administrators to enhance instruction at all levels of the school system. Administrators as a school head, need to provide effective support to teachers. They have to be involved in the implementation of instructional programmes by overseeing what teachers are doing with the student. The National Policy on Education (FRN, 2014) stated that to ensure quality control in the school, it is necessary to have good teachers and supervisors. The primary responsibility of the supervisors' is to see that high standards are maintained and the schools are run in accordance with the lay down regulation. Supervision is a very vital indispensable managerial tool in educational organization. Obviously, the need for the management of human affairs in times past necessitated elements of supervision is necessary.

### **Statement of the Problem**

Over the years, there has been a lot of complain about the falling standards of education in public senior secondary schools in Rivers State. One of the problems is lack of genuine supervision by the principal, when the teachers are not properly supervised; it makes most of the teachers not to follow the time table given to them. Currently most administrators neglect their duty as educational supervisors and concentrate on managing and administrating schools only. Observations revealed that administrators spent less than a third of their time on supervision. They are reported to be using only 20% of their time for visiting classes, curriculum related task and staff development activities.

Furthermore, their supervisory skills seem not to be good enough as teachers are seen to be left alone most of the time to themselves. The resultant effect is that there is low staff morale, staff disciplinary issues and low teacher motivation among others. These problems appear to have a negative impact on teacher effectiveness. Poor teacher performance in Rivers State has also been linked to poor principals' effectiveness in terms of applying the classroom visitation strategies, instructional supervision strategies, communication strategies, feedback giving strategies, lesson plan vetting strategies and information gathering strategies. In the light of the above, it becomes imperative to determine empirically the principals' supervisory skills for teachers' effective job performance in Rivers State.

### **Aim and Objectives of the Study**

The aim of the study was to examine principals' supervisory skills for teachers' job performance in public senior secondary schools in Rivers State. In specific terms, the study sought to achieve the following objectives are to:

- Determine the extent principals' classroom visitation skills, enhance teachers' job performance in public senior secondary schools in Rivers State.
- Assess the extent principals' instructional supervision skills, enhance teachers' job performance in public senior secondary schools in Rivers State.
- Examine the extent principals' communication skills, enhance teachers' job performance in public senior secondary schools in Rivers State.

## Research Questions

The following research questions guided the study:

- To what extent do principals' classroom visitation skills enhance teachers' job performance in public senior secondary schools in Rivers State?
- To what extent do principals' instructional supervision skills enhance teachers' job performance in public senior secondary schools in Rivers State?
- To what extent do principals' communication skills enhance teachers' job performance in public senior secondary schools in Rivers State?

## Hypotheses

The following null hypotheses were further formulated to guide the study:

- There is no significance difference in the mean ratings of principals and teachers on the extent principals' use of classroom visitation skills enhance teachers' job performance in public senior secondary schools in Rivers State.
- There is no significance difference in the mean ratings of principals and teachers on the extent principals' use of instructional skills enhance teachers' job performance in public senior secondary schools in Rivers State.
- There is no significance difference in the mean ratings of principals and teachers on the extent principals' use of communication skills enhance teachers' job performance in public senior secondary schools in Rivers State.

## METHODOLOGY

The research design used for the study was the descriptive research design. With descriptive research design, the researcher was able to collect information through a questionnaire from a group of people which was analysed and consequently generalized to cover the entire population. The population of the study comprised 289 Principals and 6,893 teachers in the 289 public senior secondary schools in Rivers State. All the population consists of 7,182 (Source: Rivers State Senior Secondary Schools Board, 2021). The sample of the study comprised 712 principals and teachers from public senior secondary schools in Rivers State out of the total of 7,182. This includes 29 principals and 683 teachers selected from the principal-teacher population in public senior secondary schools in the study area. They were selected using stratified random sampling technique which represented 10% of the total number in the population.

The researcher formulated a questionnaire titled 'Principals Supervisory Skills for Teachers Job Performance Questionnaire (PSSTEJPQ)'. The questionnaire was divided into two sections; Section A and Section 'B'. Section 'A' elicited demography while section 'B' consisted of 15 items which was divided into subsections. The retrieved copies of the questionnaires were answered using mean and standard deviation statistics. The criterion mean of 2.50 was used to take decision, any mean rating below 2.50 was low extent while those above 2.50 was high

extent. The hypotheses were tested using z-test statistics at .05 level of significance. The analysis were carried out using the Statistical Package for Social Sciences (SPSS), version 20.

## RESULTS

The data and results of each of the research questions are presented in the table below:

**Research Question 1:** To what extent do principals' use of classroom visitation skills enhance teachers' job performance in public senior secondary schools in Rivers State?

Table 1: Mean and standard deviation of responses by principals and teachers on the extent principals' use of classroom visitation skills enhance teachers' job performance in public senior secondary schools in Rivers State

| S/N  | Items   | Principals=29 |                 | Teachers=683 |                 | $\bar{x}$ Set                     | Remarks            |
|--|---|---------------|-----------------|--------------|-----------------|-----------------------------------|--------------------|
|  |   | $\bar{x}_1$   | SD <sub>1</sub> | $\bar{x}_2$  | SD <sub>2</sub> | $\frac{\bar{x}_1 + \bar{x}_2}{2}$ |                    |
| 1  | Improves teachers' interaction in the classroom with students.                            | 2.65          | 1.63            | 3.09         | 1.76            | 2.87                              | High Extent        |
| 2  | Checks teachers' on application of appropriate teaching strategies and aids in classroom. | 2.86          | 1.60            | 2.44         | 1.46            | 2.65                              | High Extent        |
| 3  | Helps teacher to improve in classroom management and organization.                        | 3.96          | 1.55            | 3.02         | 1.40            | 3.49                              | High Extent        |
| 4  | Provides professional help for teachers to improve in delivery of teaching roles.         | 3.02          | 1.74            | 2.77         | 1.67            | 2.90                              | High Extent        |
| 5  | Controls noise-making in the classroom.   | 3.18          | 1.78            | 3.52         | 1.60            | 3.35                              | High Extent        |
| <b>Criterion <math>\bar{x}</math> 2.50</b> |   | <b>3.13</b>   | <b>1.66</b>     | <b>2.97</b>  | <b>1.62</b>     | <b>3.05</b>                       | <b>High Extent</b> |

Table 1 show that the Mean and Standard deviation of responses of principals and teachers on the extent principals' use of classroom visitation skills enhance teachers' job performance in public senior secondary schools in Rivers State; item 1 has a mean set of 2.87. This is above the criterion mean of 2.50. It can be interpreted to mean that principals and teachers jointly agreed that principals' classroom visitation skills improve teachers' interaction in the classroom with students. Item 2 has a mean set of 2.65 which is above the criterion mean of 2.50. This implies that principals and teachers consented that principals' classroom visitation skills checks teachers' on application of appropriate teaching strategies and aids classroom. Item 3 has a mean set of 3.49 which is above the criterion mean of 2.50. It can be interpreted to mean that both principals and teachers agreed that principals' classroom visitation skills helps teachers to improve in classroom engagement and organization. Item 4 has a mean set of 2.90 which is above the criterion mean of 2.50. This implies that principals and teachers were of the view that principals' classroom visitation skills provides professional help for teachers to improve in delivery of teaching roles. Item 5 has a mean set of 3.35 which is above the criterion mean of 2.50. It can be interpreted to mean that both principals and teachers agreed that principals' classroom visitation skills controls noise-making in the classroom.

The grand mean set is 3.05 which is above the criterion mean of 2.50. In addition all the means in this cluster are above the criterion mean. In answer to research question 1, to a high extent the principals' classroom visitation skills enhance teachers' job performance.

**Research Question 2:** To what extent do principals' use of instructional supervision skills enhance teachers' job performance in public senior secondary schools in Rivers State?

Table 2: Mean and standard deviation of responses by principals and teachers on the extent principals' use of instructional supervision skills enhance teachers' job performance in public senior secondary schools in Rivers State

| S/N  | Items  | Principals=29 |             | Principals=689 |             | x Set                             | Remarks            |
|--|--|---------------|-------------|----------------|-------------|-----------------------------------|--------------------|
|  |  | $\bar{x}_1$   | $SD_1$      | $\bar{x}_2$    | $SD_2$      | $\frac{\bar{x}_1 + \bar{x}_2}{2}$ |                    |
| 6  | Provides opportunities for the teacher to up-date their skills and knowledge.                | 3.77          | 1.76        | 3.16           | 1.78        | 3.97                              | High Extent        |
| 7  | The principals' ability to provide a platform for interaction between them and the teachers. | 3.82          | 1.73        | 2.72           | 1.65        | 3.27                              | High Extent        |
| 8  | Principal ability to suggest new teaching method and teaching aids.                          | 3.76          | 1.64        | 2.68           | 1.64        | 3.22                              | High Extent        |
| 9  | Involves the subject experts to provide professional assistance to the teachers.             | 3.81          | 1.73        | 2.48           | 1.69        | 3.15                              | High Extent        |
| 10   | Good lesson planning skills enhance teachers job performance in the classroom.               | 2.76          | 1.29        | 3.54           | 1.14        | 3.15                              | High Extent        |
| <b>Criterion <math>\bar{x}</math> 2.50</b> |  | <b>3.59</b>   | <b>1.63</b> | <b>2.92</b>    | <b>1.58</b> | <b>3.26</b>                       | <b>High Extent</b> |

Table 2 shows the Mean and Standard deviation of responses of principals and teachers on the extent principals' use of instructional supervision skills enhance teachers' job performance in public senior secondary schools in Rivers State, item 6 has a mean set of 3.97. This is above the criterion mean of 2.50. It can be interpreted to mean that principals and teachers agreed that principals' instructional supervision skills provide opportunities for the teacher to up-date their skills and knowledge. Item 7 has a mean set of 3.27 which is above the criterion mean of 2.50. This implies that principals and teachers agreed that principals' instructional supervision skills entails the principals' ability to provide a platform for interaction between them and the teachers. Item 8 has a mean set of 3.22 which is above the criterion mean of 2.50. It can be interpreted to mean that both principals and teachers agreed that principals' instructional supervision skills enables the principal ability to suggest new teaching method and teaching aids. Item 9 has a mean set of 3.15 which is above the criterion mean of 2.50. This implies that principals and teachers were of the view that principals' instructional supervision skills involves the subject experts to provide professional assistance to the teachers classroom visitation skills provides professional help for teachers to improve in delivery while Item 10 has a mean set of 3.15 which is above the criterion mean of 2.50. It can be interpreted to mean that both principals and teachers agreed that principals' instructional supervision of good lesson planning skills enhance teachers' job performance in the classroom

The grand mean set of 3.26 which is above the criterion mean of 2.50. Furthermore, all the means in this cluster are above the criterion mean. In answer to research question 2, to a high extent the principals' use of instructional supervision skills enhances teachers' job performance.

**Research Question 3:** To what extent do principals' use of communication to enhance teachers' job performance in public senior secondary schools in Rivers State?

Table 3: Mean and standard deviation of responses by principals and teachers on the extent principals' use of communication skills enhance teachers' job performance in public senior secondary schools in Rivers State

| S/N  | Items   | Principals=29 |                 | Teachers=689 |                 | $\bar{x}$ Set                     | Remarks            |
|--|---|---------------|-----------------|--------------|-----------------|-----------------------------------|--------------------|
|  |   | $\bar{x}_1$   | SD <sub>1</sub> | $\bar{x}_2$  | SD <sub>2</sub> | $\frac{\bar{x}_1 + \bar{x}_2}{2}$ |                    |
| 11   | Provides teachers an opportunity to learn new teaching methodology.                                   | 3.01          | 1.23            | 2.80         | 1.14            | 2.91                              | High Extent        |
| 12   | Helps teachers to utilize instructional materials effectively and efficiently.                        | 3.33          | 1.39            | 2.83         | 1.17            | 3.08                              | High Extent        |
| 13   | Principals' communication skills improves teachers teaching skills.                                   | 3.39          | 1.43            | 3.29         | 1.37            | 3.34                              | High Extent        |
| 14   | Principals' communication skills acts as professional training opportunities for teachers.            | 3.29          | 1.37            | 2.50         | 1.82            | 2.90                              | High Extent        |
| 15   | Offers skills required in carrying out teachers roles, responsibilities and improve their competency. | 2.80          | 1.14            | 3.09         | 1.26            | 2.95                              | High Extent        |
| <b>Criterion <math>\bar{x}</math> 2.50</b> |   | <b>3.16</b>   | <b>1.31</b>     | <b>2.90</b>  | <b>1.35</b>     | <b>3.03</b>                       | <b>High Extent</b> |

Table 3 shows the Mean and Standard deviation of responses of principals and teachers on the extent principals' use of communication skills enhance teachers' job performance in public senior secondary schools in Rivers State; item number 11 has a mean set of 2.91. This is above the criterion mean of 2.50. It can be interpreted to mean that principals and teachers agreed that principals' communication skills provide teachers an opportunity to learn new teaching methodology. Item 12 has a mean set of 3.08 which is above the criterion mean of 2.50. This implies that principals and teachers agreed that principals' use of communication skills helps teachers to utilize instructional materials effectively and efficiently. Item 13 has a mean set of 3.34 which is above the criterion mean of 2.50. It can be interpreted to mean that both principals and teachers agreed that principals' use of communication skills improves teachers' teaching skills. Item 14 has a mean set of 2.90 which is above the criterion mean of 2.50. This implies that principals and teachers were of the view that principals' use of communication skills acts as professional training opportunities for teachers while Item 15 has a mean set of 2.95 which is above the criterion mean of 2.50. It can be interpreted to mean that both principals and teachers agreed that principals' use of communication skills offers skills required in carrying out teachers' role, responsibilities and improve their competency.

The grand mean set is 3.03 which is above the criterion mean of 2.50. In addition, all the means in this cluster are above the criterion mean. In answer to research question 3, to a high extent the principals' use of communication skills enhances teachers' job performance.

### Testing of Hypotheses

**H<sub>01</sub>:** There is no significant difference between the mean ratings of principals and teachers on principals' use of classroom visitation skills for teachers' job performance in public senior secondary schools in Rivers State.

Table 4: Summary of z-test analysis on the difference between the Opinions of principals and teachers on principals' classroom visitation skills for teachers' job performance in public senior secondary schools in Rivers State

| Subject    | N   | Mean | SD   | Df  | z-cal. | z-crit.    | Level of Sig. | Remark          |
|------------|-----|------|------|-----|--------|------------|---------------|-----------------|
| Principals | 29  | 3.13 | 1.66 | 710 | 0.51   | $\pm 1.96$ | 0.05          | Not significant |
| Teachers   | 683 | 2.97 | 1.62 |     |        |            |               |                 |

The result of table 4 shows that the z-calculated value of 0.51 is less than the z-critical value of 1.96 at degree of freedom of 710 and .05 level of significance. Therefore, the null hypothesis is accepted and upholds that: there is no significant difference between the mean ratings of principals and teachers on principals' use of classroom visitation skills for teachers' job performance in public senior secondary schools in Rivers State.

**H<sub>02</sub>:** There is no significant difference between the mean ratings of principals and teachers on principals' use of instructional supervision skills for teachers' job performance in public senior secondary schools in Rivers State.

Table 5: Summary of z-test analysis on the difference between the Opinions of principals and teachers on principals' use of instructional supervision skills for teachers' job performance in public senior secondary schools in Rivers State

| Subject    | N   | Mean | SD   | Df  | z-cal. | z-crit.    | Level of Sig. | Remark      |
|------------|-----|------|------|-----|--------|------------|---------------|-------------|
| Principals | 29  | 3.59 | 1.63 | 710 | 2.17   | $\pm 1.96$ | 0.05          | Significant |
| Teachers   | 683 | 2.92 | 1.58 |     |        |            |               |             |

The result of table 5 shows that the z-calculated value of 2.17 is greater than the z-critical value of  $\pm 1.96$  at degree of freedom of 710 at .05 level of significance. Therefore, the null hypothesis is rejected and upholds that: there is a significant difference between the mean ratings of principals and teachers on principals' use of instructional supervision skills for teachers' job performance in public senior secondary schools in Rivers State.

**H<sub>03</sub>:** There is no significant difference between the mean ratings of principals and teachers on principals' use of communication skills for teachers' job performance in public senior secondary schools in Rivers State.

Table 6: Summary of z-test Analysis of the Difference between the Opinions of principals and teachers on principals' use of communication skills for teachers' job performance in public senior secondary schools in Rivers State

| Subject    | N   | Mean | SD   | Df  | z-cal. | z-crit.    | Level of Sig. | Remark          |
|------------|-----|------|------|-----|--------|------------|---------------|-----------------|
| Principals | 29  | 3.16 | 1.31 | 710 | 1.04   | $\pm 1.96$ | 0.05          | Not Significant |
| Teachers   | 683 | 2.90 | 1.58 |     |        |            |               |                 |



The result of table 6 shows that the z-calculated value of 1.04 is less than the z-critical value of 1.96 at degree of freedom of 710 and .05 level of significance. Therefore, the null hypothesis is accepted and upholds that: there is no significant difference between the mean ratings of principals and teachers on principals' use of communication skills for teachers' job performance in public senior secondary schools in Rivers State.

## **Discussion of Findings**

### **Principals' use of Classroom Visitation Skills for Enhancing Teachers' Job Performance**

From table 1, the study revealed that to a high extent principals' use of classroom visitation skills enhance teachers' job performance in public senior secondary schools in Rivers State. Principals and teachers consented to the fact that principals' use of classroom visitation skills help improve teachers' interaction in the classroom with students, checking teachers' on application of appropriate teaching strategies and aids in classroom, helping teachers to improve in classroom management and organization, providing professional help for teachers to improve in delivery of teaching roles and controlling noise-making in the classroom.

This study is in consonance with the findings of Igwe (2011) who also found out that classroom visitation is a procedure by which the educational leader who possesses wisdom can be of great assistance in aiding the teacher to improve both his instructional skill and the learning process of the student. The main purpose of the principals' classroom visitation according to the scholar is for the improvement of the teaching/ learning process. Classroom visitation by principal focuses on the individual empowerment of the teachers and play a great role in encouraging the teacher to focus on learning and delivery of knowledge to the students as opposed to the situation of handing out assignment and undertaking classroom duties in a mechanical manner (Elujekwute, 2019).

Oyewole and Alonge (2013) also in their own findings indicated that there was a significant relationship between the principals' role of classroom observation and teachers' job performance in public secondary schools and there was a significant relationship between the principals' role of staff evaluation and teachers' job performance in public secondary schools.

### **Principals' Use of Instructional Supervision Skills for Enhancing Teachers' Job Performance**

From Table 2, it was revealed that to a high extent principals' use of instructional supervision skills enhance teachers' job performance in public senior secondary schools in Rivers State as identified in the following ways; providing opportunities for the teacher to up-date their skills and knowledge, the principals' ability to provide a platform for interaction between them and the teachers, principal ability to suggest new teaching method and teaching aids, involving the subject experts to provide professional assistance to the teachers and good lesson planning skills enhance teachers' job performance in the classroom. The principal makes certain effectual supervision by relate academically and socially at a regular basis with teachers and students within and outside the classrooms.

The main aim is to watch the execution of curricular and make sure attractive increase in teachers' competence, upgrade their conceptual knowledge and teaching skills, give them support in their work to facilitate better performance in teachers' academic practices and students

learning outcomes in the school settings (Adewumi, 2000; Affianmagbon, 2007; Akinwumi, 2002; Arinze, 2004; Oyewole & Alonge, 2013; ).

In the same vein, Iloh et al. (2016) also pointed out that classroom observation entails practicality in real classroom situation, whereby the supervisee, presents what he or she had prepared for his or her lesson, utilizing various teaching methodologies, instructional materials, interacting with the learners, jotting salient points on the instructional board, assessing the students using both formative and summative evaluations, coordinating class activities, while the supervisor (principal) inspects, observes and evaluates what and how the instructor has performed. In addition, the following are reviewed as part of principal visitation.

### **Principals' use of Communication Skills for Enhancing Teachers' Job Performance**

From Table 3, it was found out that to a high extent principals' use of communication skills enhance teachers' effective job performance in public senior secondary schools in Rivers State in the following ways; providing teachers an opportunity to learn new teaching methodology, helping teachers to utilize instructional materials effectively and efficiently, principals' communication skills improves teachers teaching skills, principals' communication skills acts as professional training opportunities for teachers and offering skills required in carrying out teachers roles, responsibilities and improve their competency.

This finding corresponds with the work of Ani (2015) who found out that demonstration technique gives teachers the opportunity of asking probing questions that can lead to discovery of new methods and ideas that enhances teachers' job performance in educational institutions. The principal is expected to allocate adequate time in practicing teaching demonstration for effective classroom teaching and learning. The finding pictured alike what Akinfolarin and Rufai (2017) found that communication skills involve the presentation of pre-arranged series of events in form of teaching by a master-teacher to a group of teachers to see and this technique is used to enhance individual teacher's growth and skills on the job.

This finding also agrees with Chidi and Victor (2017) who in their study found that effective communication skills make teachers to be more dedicated and motivated in adopting various performance management strategies for enhancing teacher effectiveness. Furthermore, the study was significant in that it helped the principals to adopt best communication strategies in other to enhance teachers' effectiveness. The study is likely to impact positively on school principals who, through their communication strategies are likely to enhance teachers' effectiveness.

### **CONCLUSION**

In the light of the findings of this study, it was concluded that principals' supervisory skills fosters teachers' job performance in public senior secondary schools in Rivers State if application of principals' use of classroom visitation skills, principals' use of instructional supervision n skills, are effectively implemented by schools' principal it will enhanced teacher performance in public senior secondary schools in Rivers State.

### **Recommendations**

Based on the findings and conclusions, the following recommendations are clearly figured out:

- Schools' principal should regularly employ good feedback techniques as a drive for improving teachers' job performance, an effective principal supervision and evaluation are part of a long career continuum of practice that fosters teacher growth while ensuring quality teaching.
- Schools' principals should regularly supervise teachers' activities as way of improving teachers' effective job performance in the execution of curricular and fostering teachers' competence, upgrade their conceptual knowledge and teaching skills and giving them support in their work to facilitate better performance in teachers academic practices and student.
- The Ministry of Education and School Board should encourage school principals to provide individualized supervision support that will improve teachers' job performance in the area of effective teaching and learning at classroom environment.

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