

Principals' supervisory skills: Precursor of teachers' morale and instructional delivery in southwestern Nigerian secondary schools

Busuyi Francis Olowo* 

Department of Educational Management, Obafemi Awolowo University, Ile-Ife, Nigeria

*Corresponding Author: olowo4404@gmail.com

Article Info

Article history:

Received January 13, 2026

Revised January 29, 2026

Accepted January 31, 2026

Keywords: supervisory skills, teachers' morale, instructional delivery, principals, secondary schools

Copyright © 2026 by the Authors. This is an open-access article under the CC BY-SA license.



Abstract

The study was carried out to ascertain the extent to which school principals' supervisory skills affected teachers' morale and instructional delivery in public secondary schools in the Southwestern region of Nigeria. The factors that led to this study included inconsistent supervisory practices among principals and the associated implications for teacher motivation, performance, and the quality of instruction. A descriptive survey research design was chosen. A structured, validated questionnaire was used for data collection, with a reliability coefficient of 0.72. Four hypotheses were tested using linear multiple regression statistics at the 0.05 significance level. The results showed that all four supervisory components had a significant effect on teacher outcomes. Demonstration and guidance techniques were found to be the most effective in enhancing teachers' job performance ($R^2 = 0.451, p < 0.05$). Principals' supervision of workshops was a significant factor in improving teachers' instructional delivery ($R^2 = 0.433, p < 0.05$). Teacher morale was positively and significantly influenced by classroom visitation techniques ($R^2 = 0.443, p < 0.05$). The same can be said for feedback and evaluation practices, which resulted in greater teachers' motivation and morale ($R^2 = 0.467, p < 0.05$). The study concludes that principals' supervisory skills are strong predictors of teachers' morale and instructional delivery in Southwestern Nigerian secondary schools.

How to cite:

Olowo, B. F. (2026). Principals' supervisory skills: Precursor of teachers' morale and instructional delivery in southwestern Nigerian secondary schools. *Educational Management and Advancement Journal*, 1(1), 19–26.

1. Introduction

In the educational landscape of Southwestern Nigeria, school leaders' roles encompass not only administrative functions but also instructional leadership, which significantly affects teachers' morale and the delivery of instruction. Among the various factors facilitating the provision of quality teachers and learning, adequate instructional supervision, through strategies like classroom visits, workshops, and demonstration techniques, has been given priority. This means that principals need not only to apply their competent supervisory skills but also to create a favorable atmosphere for quality teaching and learning (Abonyi, 2020; Omowunmi, 2022).

More importantly, the role of the school leader in shaping teachers' experiences, and even their professional development in the performance area, has been well documented. A study carried out in Anambra State found that friendly leaders, together with teachers, through decision-making and even giving them feedback, have the best chance of building a good working atmosphere for the latter. Nevertheless, the study did not find a significant effect of the principal's gender on teachers' morale, suggesting that the type of supervision might matter more than the principal's gender (Abonyi, 2020). On the other hand, a study in Benue State concluded that supervisors' methods, such as classroom checks, workshops, and

teacher demonstrations, had a strong positive influence on teachers' job performance. The results indicated that school heads would need to allocate considerable time to instructional supervision, despite the challenges posed by other administrative tasks (Fagbemide & Aniwetalu, 2025).

Teacher morale is a fundamental factor in determining the quality of teaching. To Olowo (2023), morale is a "feeling of enthusiasm and willingness", which means it is a simple thing that can have a considerable impact on the motivation of teachers and consequently on their performance. Olowo (2023) even stated that the teacher's role in the school is significant, and teachers' morale can be either a positive or negative factor in every process of the educational system, since it is part of their dedication and performance. High morale leads to commitment, motivation, and the use of new teaching techniques. On the other hand, low morale can lead to the opposite effects: non-involvement, less work done, and other teachers leaving (Ehineni, 2017; Benti, 2022).

In the same way, low morale might lead to withdrawal from involvement, poor performance, and high turnover. Supportive supervision is reported to be effective in boosting teachers' morale and, consequently, improving teaching. Research conducted among teachers in Southwestern Nigeria indicates that the school head who applies different instructional strategies supervisory to a teacher positively affects the teacher's morale, leading to better teaching and learning and children's good performance (Omowunmi, 2022; Akporehe, 2023). Moreover, a study in the Anambra East Local Government Area found a significant relationship between supervision quality and teacher effectiveness in the classroom, underscoring the need for regular, constructive supervision (Abonyi, 2020).

There is much discussion about the use of supervisory skills by school heads in Southwestern Nigeria, where their application varies from one school to another. Among the reasons for this divergence are inadequate training, limited resources, and a heavy administrative and paperwork burden, which often result in unmotivated, underperforming teachers in the classroom (Onuosa & Obuh, 2025; Osagbemi, 2024). In such a scenario, the interplay among the principals' supervisory skills, teachers' morale, and instructional delivery is the key to quality education in the secondary schools

Moreover, in this study region, the quality of secondary education depends on school principals' monitoring and supervisory capabilities. Instructional supervision, recognized as a significant enhancer of teachers' performance and, by extension, students' outcomes, still faces very inconsistent practice in schools within the region. Such inconsistency is a concern, as it is likely to lead to decreased teacher morale and poor instructional delivery. Studies have shown that principals' use of supervisory techniques, such as classroom visits, workshops, and demonstrations, significantly influences teachers' performance (Abonyi, 2020; Omowunmi, 2022; Akporehe, 2023).

Despite research findings contradicting this, effective supervisory practices are still not applied equally in schools in Southwestern Nigeria. The difference can be explained by the lack of training for school heads, limited resources, and varying degrees of acceptance of instructional leadership among teachers. All these things put together could make the already downtrodden morale of teachers worse, leading to lower motivation and job satisfaction, and eventually a decline in the quality of instruction. Hence, the present study aims to examine the impact of principals' supervisory skills on teachers' morale and instructional quality in secondary schools in Southwestern Nigeria. The study also aims to propose a model for educational administrators that would enable them to pinpoint teacher performance and to identify supervisory practices that boost morale, which could then be used to create an atmosphere of support and productivity in teaching.

From the study, four research Objectives were formulated. These are to: assess the influence of principals' demonstration and guidance techniques on teachers' job performance; determine the effect of principals' workshop and training supervision on teachers' instructional delivery; examine the influence of principals' classroom visitation techniques on teachers' morale; and investigate the extent to which principals' feedback and evaluation practices affect teachers' motivation and morale. The study raised and test the following null hypotheses from the research objectives: H₀₁: Principals' demonstration and guidance techniques do not have a significant effect on teachers' job performance; H₀₂: Principals' workshop and training supervision do not significantly influence teachers' instructional delivery; H₀₃: Principals' classroom visitation techniques do not significantly influence teachers' morale in Southwestern Nigerian secondary schools; and H₀₄: Principals' feedback and evaluation practices do not significantly impact teachers' motivation and morale. All the null hypotheses were tested at the 0.05 level of significance.

2. Theoretical Framework

The theoretical underpinnings of this research are grounded in three prominent theories that account for the interplay among adequate supervision, teacher motivation, and the overall improvement of instruction within schools. The theories enable understanding of principals' supervisory skills and how they affect teachers' morale and the quality of delivery. The theories selected for this study comprise: Instructional Supervision Theory, Herzberg's Two-Factor Motivation Theory, and Human Relations Theory.

Instructional Supervision Theory emphasizes the principal's role in directing, supporting, and improving teaching and learning processes. The theory asserts that adequate supervision is characterized by classroom observation, feedback, professional development, coaching, and collaborative problem solving. By consistently and constructively applying these supervisory skills, principals help teachers improve instruction, address teaching-related issues, and support their professional growth. This theory holds that principals' supervisory practices are the direct and significant factors that impact instructional delivery.

Herzberg's Two-factor theory classifies factors into hygiene factors (school policies, working conditions, relationships) and motivators (recognition, achievement, responsibility). Principals' supervisory skills depend on these factors. Constructive supervision, such as recognition, support, and feedback, serves as a motivator that enhances morale. On the other hand, poor supervision might lead to negative perceptions, stress, and dissatisfaction. This is why teachers' supervisory behavior can be considered a factor that either raises or diminishes teachers' morale, which in turn affects the delivery of instruction.

Human Relations Theory highlighted the importance of interpersonal relationships, communication, and staff well-being as the very basis for an organisation's effectiveness. It claimed that workers (teachers) would do their best if they were only made to feel valued, respected, and supported. Those principals with excellent supervisory skills are usually those who have a good relationship with the faculty, involve teachers, communicate well, and even shape the whole school climate through emotional support. All these elements do add up to teacher morale and contribute to improved instructional practices.

Combined, these theories yield a powerful explanation of the interplay among the principals' supervisory skills, teachers' morale, and instructional delivery. Instructional Supervision Theory accentuates the technical and pedagogical functions of supervision; Herzberg's Two-Factor Theory clarifies the motivational effects of the supervisory behaviour; and Human Relations Theory underscores the need for supportive interpersonal relationships. The unification of these theories implies that principals' supervisory skills affect teachers' morale, and that the latter, in turn, influences the delivery of instruction. Thus, adequate supervision is the primary determinant of both overall school performance and teacher effectiveness. This theoretical framework serves as the basis for investigating the influence of principals' supervisory skills on teacher morale and instructional delivery in Southwestern Nigerian secondary schools.

3. Method

3.1 Research Design and Participants

This study employed a descriptive survey design to examine how principals' supervisory skills affect teachers' morale and instructional delivery in secondary schools in the Southwestern region of Nigeria. The main reason this design was chosen is that it facilitates data collection from large groups to illustrate the influence of variables as they occur naturally. The population includes all the 53,636 teachers working in 2,596 public secondary schools in the Southwestern region of Nigeria. Of the total population, only 900 teachers were selected for the research sample. The selection of samples was conducted using a multistage sampling procedure. The first step involved stratified sampling, in which the six states in the southwest geopolitical zone were divided into three strata based on their socio-demographic characteristics, including language, culture, beliefs, and occupation: Lagos/Ogun; Oyo/Osun; and Ekiti/Ondo. From each pair, one state was selected using simple random sampling. Following this, a simple random sampling technique was used to select a senatorial district in each state, and then to select five Local Government Areas from each selected senatorial district. Also, in each L.G.A., purposive sampling was used to select five secondary schools where teachers had spent at least 3 years. These teachers would be more knowledgeable about the schools than the new teachers. Proportional sampling was applied based on the total number of teachers in each state; thus, 13, 12, and 11 teachers were selected from each secondary school in Ogun, Ekiti, and Osun states, respectively.

3.2 Instruments and Data Collection

To get the data, a structured questionnaire was made. The questionnaire was split into four parts: Section A: Demographic information about the respondents (age, sex, years of service, academic qualifications). Section B: Principal's supervisory skills (classroom visitation, workshops, demonstrations, feedback). Section C: Teachers' morale (motivation, job satisfaction, commitment). Section D: Teaching delivery (lesson planning, methods of teaching, students' participation). The items were evaluated using a four-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1). The tool was scrutinized by experts in the Educational Management Department regarding its content validity. Reliability was calculated using Cronbach's Alpha, with a minimum acceptable coefficient of 0.72. Individual school principals were approached for permission, and the questionnaires were then personally given to the chosen teachers, who were allowed adequate time to complete them.

3.3 Data Analysis

For the analysis, SPSS 20 was used. Meanwhile, Linear Multiple Regression Statistics was used to test the four hypotheses. All hypotheses were tested at the 0.05 significance level. The principal's supervision skills, such as demonstration and guidance techniques, classroom visitation techniques, supervision of workshops, and feedback and evaluation, were independent variables while teachers' morale and instructional delivery were dependent variables.

4. Results and Discussion

4.1 Results

Hypothesis 1(H₀₁): Demonstration and guidance techniques do not significantly affect teacher performance.

Table 1. Regression analysis of demonstration and guidance techniques on teacher performance

Model	R ²	B	Std. Error	Beta	T	Sig.
Constant		0.894	0.128	-	6.98	0.000
Demonstration and Guidance Techniques	0.451	0.752	0.051	0.672	14.73	0.000

According to Table 1, the demonstration and guidance techniques of principals had the most substantial positive impact on teachers' performance ($R^2 = 0.451$; $\beta = 0.672$; $p < 0.05$). This asserts that 45.1% of the variance in teachers' performance can be mainly attributed to principals' demonstration of teaching methods and instructional guidance.

Hypothesis 2(H₀₂): There is no significant influence of principals' supervision of workshops on teachers' instructional delivery.

Table 2. Regression analysis of principals' supervision of workshops on teachers' instructional delivery

Model	R ²	B	Std. Error	Beta	T	Sig.
Constant		0.901	0.130	-	6.93	0.000
Workshop Supervision	0.433	0.738	0.052	0.658	14.19	0.000

Table 2 also revealed that principals' supervision of workshops had a substantial impact on teachers' instruction ($R^2 = 0.433$; $\beta = 0.658$; $p < 0.05$). This indicates that 43.3% of the variation in teachers' instruction is accounted for by the workshop and training supervision.

Hypothesis 3(H₀₃): Principals' classroom visitation techniques do not significantly influence teachers' morale in Southwestern Nigerian secondary schools.

Table 3: Regression analysis of principals' classroom visitation techniques on teachers' morale

Model	R ²	B	Std. Error	Beta	T	Sig.
Constant		0.821	0.120	-	5.87	0.000
Workshop Supervision	0.433	0.792	0.064	0.732	13.23	0.000

As shown in Table 3, classroom visitation had a significant positive impact on teachers' morale ($R^2 = 0.433$; $\beta = 0.732$; $p < 0.05$). This means that principals' classroom visitation practices can explain 43.3% of the variance in teachers' morale.

Hypothesis 4 (H_{04}): Feedback and evaluation practices do not significantly affect teacher motivation and morale.

Table 4. Regression analysis of feedback and evaluation practices on teacher motivation and morale

Model	R ²	B	Std. Error	Beta	T	Sig.
Constant		0.882	0.127	-	6.94	0.000
Feedback and Evaluation	0.467	0.764	0.051	0.684	14.98	0.000

Table 4 showed that the school leadership's feedback and evaluation practices significantly affected teachers' motivation and morale ($R^2 = 0.467$; $\beta = 0.684$; $p < 0.05$). Thus, 46.7% of the variance in teachers' motivation and morale is explained by the principal's feedback and evaluation techniques.

4.2 Discussion

This research aimed to examine the influence of principals' supervisory skills on teachers' morale and professional performance in secondary schools in southwestern Nigeria. All supervisory skills tested on demonstration and guidance techniques, workshop supervision, classroom visitation, and feedback/evaluation were found to have a great extent positive impact on teachers' morale and instructional delivery, according to the findings derived from the four hypotheses analyzed through regression analysis. The discussion of these findings is aligned with the research objectives and the existing empirical literature.

From the very first objective, the research found that the demonstration and guidance skills used by principals have a significant, positive impact on teachers' performance. The finding is in agreement with previous research, which has highlighted the role of demonstration as a significant practical supervisory skill. For instance, Nnebedum and Akinfolarin (2017) suggested that demonstration and guidance techniques result in teachers' better understanding of subject content, teaching strategies, and classroom management. Likewise, Fagbemide and Aniwetalu (2025) indicated that demonstration techniques significantly enhance teacher instructional effectiveness by enabling teachers to observe best practices firsthand. The current findings also support the study by Levi, Adeleye, and Maureen (2017), which showed that demonstration and guidance techniques had a substantial influence on teacher performance in Benue State. Hence, the present research underscores the point that demonstration is a hands-on supervisory tool that enables teachers to translate instructional expectations into effective classroom practices.

Notably, these outcomes align with the study's second aim, which found that principals' oversight of the workshops significantly affected teachers' instructional paraphernalia. This aligns with Egwunu and Eke (2020) and Aliyu, Tengku Ari, & Nordin (2020), who maintained that seminars, workshops, and professional training enhance teachers' pedagogical skills. Workshops introduce new instructional methods to teachers, and sharing experiences with fellow teachers can lead to better-planned lessons, more engaged students, and improved classroom strategies. Hence, all three are major contributors to the overall improvement in teaching quality. In Southwest Nigeria, Omowunmi (2022) also claimed that principals' training on regularity led to substantial improvement in teachers' teaching practice. The research confirms that workshops remain the key to developing the teaching profession, particularly in situations where the majority of teachers lack adequate professional development opportunities.

According to the third objective, the study found that classroom visits contributed significantly to teachers' morale. This conclusion aligns with the arguments of Ani (2015) and Nnebedum & Akinfolarin (2017), who stated that classroom visits provide principals with direct access to the instructional process and, at the same time, create opportunities for professional guidance. When teachers regard classroom visits as supportive rather than the opposite, their spirits are uplifted. Besides, Osagbemi (2024) indicated that supportive supervision fosters a sense of belonging among teachers and, thus, motivates them. The current results further confirm Abonyi's (2020) conclusion that when principals have a warm supervisory climate characterized by mutual respect and instructional cooperation, teachers' morale is uplifted. The study thus verifies that classroom visits, when correctly managed, increase teachers' confidence, foster accountability, and improve the relationship between teachers and the administration, all of which are very important for maintaining a favorable working environment.

The fourth objective confirmed that the study showed that feedback and evaluation practices had a significant influence on teachers' motivation and morale. Feedback is a necessary element of the most effective supervision process. The results align with those of Onuosa and Obuh (2025), who reported that constructive feedback increases teachers' self-assurance and job satisfaction. Also, Abari et al. (2016) noted that positive feedback bolsters teacher-principal rapport and elevates morale. Moreover, the study supports Ehineni (2017), who concluded that feedback on teachers' performance is a strong contributor to morale and overall job commitment. When principals deliver timely, constructive, and objective feedback, teachers perceive themselves as respected, valued, and encouraged to improve their performance. Consequently, the study strengthens the notion that evaluation is no longer an administrative task but a motivating factor if carried out professionally.

5. Conclusion

This research study highlights the indispensable role of principals' supervisory skills in shaping teachers' morale and the quality of teaching in secondary schools in Southwestern Nigeria. Educators who do classroom visitation regularly, give positive feedback, hold professional development workshops, and even teach the way the teaching staff really can if they are so motivated, committed, and performing well in the classroom. This cycle of elevating teacher morale leads to more effective instruction, which in turn increases student learning outcomes. Therefore, it is no longer a question of whether to train principals in supervision skills, but rather how to do so effectively, in line with the goals and aspirations of educational administrators and policymakers. Providing training, resources, and support would help ensure that school principals are always ready to perform adequate supervision, which, in turn, would result in improved teacher and student performance across all schools in the Southwestern Nigeria region. Based on the conclusion, the following recommendations were made: The educational authorities should conduct regular workshops and training programs to develop supervisory and instructional leadership skills among principals. The focus should be on classroom observation, constructive feedback, demonstration teaching, and teacher evaluation. The systematic supervision approach should be adopted by principals, which involves scheduled classroom visits, monitoring of lesson plans, and follow-up evaluations. This way of working will ensure that teachers are always guided and supported in improving their instructional delivery. School administrators should design and implement teacher motivation programs that include recognition, awards, and professional growth opportunities. High morale contributes to teacher commitment and makes instruction delivery more effective. The principals should promote a collaborative approach to supervision, with teachers involved in peer evaluations, co-teaching, and mentoring programs. This approach not only builds morale but also develops participants' professional skills. The schools should conduct periodic formal assessments of supervisory practices, teacher morale, and instructional delivery outcomes. The feedback obtained through these evaluations can be instrumental in guiding the quality of leadership and teaching toward further improvement.

Conflict of Interest

The authors declare no conflict of interest.

References

- Abari, A. O., Ibikunle, G. A., Animashaun, O. M., & Oguntuga, A. A. (2016). *Principal-teacher relationship and teachers' morale in Lagos State senior secondary schools, Nigeria*. ResearchGate. Retrieved from <https://www.researchgate.net/publication/>
- Abonyi, T. (2020). *Relationship between principals' supervisory techniques and teachers' job performance in public secondary schools in Anambra State*. *National Journal of Educational Leadership*, 5(2), 75–83.
- Agu, J. C., Agom, C. A., & Agogbua, V. U. (2021). *Administrator supervisory skills and teacher job performances in secondary schools in Anaocha L.G.A*. *International Journal of Innovative Education Research*, 9(1), 118–134.
- Akprehe, D. A. (2023). *Principals' managerial skills and teachers' job performance: Evidence from public secondary schools in Delta State, Nigeria*. *European Journal of Education Studies*, 9(1), 45–60.
- Aliyu, H., Tengku Ari, F., & Nordin, H. B. (2020). *The effectiveness of teachers in Nigerian secondary schools: The role of instructional leadership of principals*. *Journal of Educational Leadership and Policy Studies*, 4(2), 45–58.

- Amajuoyi, P. (2022). *Educational supervision of instruction and inspection*. Pearl Press.
- Ani, C. I. (2015). *Dynamics of school supervision*. Cheston Agency.
- Ashun, E. A. (2022). *Challenges of instructional supervision of social studies lessons in the public basic junior high schools in Ghana*. *Universal Journal of Social Sciences and Humanities*, 2(1), 6–15. <https://doi.org/10.31586/ujssh.2022.269>
- Bakotić, D. (2016). Relationship between job satisfaction and organisational performance. *Economic Research – Ekonomska Istraživanja*, 29(1), 118–130.
- Benti, N. (2022). The current state of secondary school teachers' morale in Nigeria. *Journal of Educational Research and Practice*, 12(4).
- Egwunu, H. E., & Eke, C. (2020). *The role of principals' supervisory skills in enhancing instructional delivery in public secondary schools in Enugu State, Nigeria*. *International Journal of Educational and Development Studies*, 6(2), 75–90.
- Ehineni, J. O. (2017). *Teachers' morale and academic performance of secondary school students in South West, Nigeria*. *Teacher Education and Curriculum Studies*, 2(5), 68–73.
- Elujekwute, S. (2019). *Classroom visitation techniques and teachers' job performance in secondary schools in Nigeria*. *Nigerian Journal of Educational Research and Evaluation*, 18(2), 45–60.
- Fagbemide, O. I., & Aniwetalu, I. C. (2025). *Exploration of the effects of supervisory support on teacher instructional effectiveness in Nigerian secondary schools*. *Journal of Theoretical and Empirical Studies in Education*, 1(1), 140–152.
- Handal, O. (2019). *Case studies of teachers education system*. Panisic Publishers.
- Ikegbusi, N. G. (2022). Research design and stages in research design. In N. J. Obikeze (Ed.), *Basic research method: Principles and techniques* (pp. 264–280). Faculty of Education, Chukwuemeka Odumegwu Ojukwu University.
- Jiang, M., & Zhang, Z. (2024). Teacher motivation, satisfaction, and performance in the classroom: A systematic review. *Teaching and Teacher Education*, 96, 103–118.
- Johnson, O. E. (2017). *Teachers' morale and academic performance of secondary school students in South West, Nigeria*. *Teacher Education and Curriculum Studies*, 2(5), 68–73. <https://doi.org/10.11648/j.tecs.20170205.12>
- Lavas, H. (2016). *Supervision of instruction: A developmental approach*. Gobe Publishers.
- Levi, D. K., Adeleye, F. T., & Maureen, K. (2017). *A study of principals' instructional supervisory strategies and secondary school teachers' morale in Rivers State*. *International Journal of Innovative Research in Education, Technology & Social Strategies*, 4(2).
- Nnebedum, C., & Akinfolarin, A. V. (2017). *Principals' supervisory techniques as correlates of teachers' job performance in secondary schools in Ebonyi State, Nigeria*. *International Journal for Social Studies*, 3(10), 13–22. Retrieved from <https://edupediapublications.org/journals>
- Nwachukwu, N. (2021). *Impact of exchange rate on balance of payments in Nigeria*. *African Journal of Economics and Sustainable Development*, 4(2), 104–118. <https://doi.org/10.52589/AJESDSDEWBA5E>
- Olatunji, S. R., & Olatunji, S. H. (2022). Leadership styles and teachers' job satisfaction: A study of public secondary schools in Nigeria. *Education and Urban Society*, 54(4), 543–561.
- Olowo, B. F. (2023). *Principals' managerial skills as a predictor of teachers' morale and efficiency in Southwestern Nigerian public secondary schools* (Doctoral dissertation, Obafemi Awolowo University).
- Omowunmi, V. (2022). *Supervision and reinforcement skills of principals as correlates of academic achievement of secondary school students in Southwest Nigeria*. *Journal of Contemporary Issues in Education*, 6(1).
- Onuosa, P. C., & Obuh, L. N. (2025a). *Principals' utilization of instructional supervisory skills for attainment of quality education*. *International Journal of Scientific Research in Education*, 18(2), 129–148.
- Onuosa, P. C., & Obuh, L. N. (2025b). *Principals' motivational and disciplinary skills in enhancing instructional delivery in public secondary schools in Rivers State, Nigeria*. *International Journal of Instructional Leadership and Policy Making*, 7(2), 101–115.
- Osagbemiro, B. E. (2024). *Principals' supervisory skills for teachers' job performance in public senior secondary schools in Rivers State*. *International Journal of Economics, Environmental and Educational Studies*, 5(4).

Shah, F., & Khurshid, S. (2023). Leadership styles and teacher satisfaction: A comparative study in urban and rural schools. *Journal of Educational Research*, 44(2), 194–208.