

Administrators' Demonstration of Supervisory Skill and Teachers' Job Performance in Secondary Schools in Ibadan North Local Government Area of Oyo State, Nigeria

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ABSTRACT

This research examined administrators' demonstration supervisory skill and teachers' job performance in secondary schools in Ibadan North Local Government Area of Oyo State. The study adopted a descriptive survey research design with the use of questionnaire tagged: "Administrators Demonstration Supervisory Skill, Teachers' Lesson Delivery and Classroom Organisation Performance Questionnaire (ADSSTLDCOPQ)" as the primary instrument for data collection. Drawing on simple random and proportionate to size sampling techniques, data were collected from 389 teachers in 17 public secondary schools in Ibadan North local government area. Data gathered were analysed using a combination of descriptive and inferential statistical analysis. Findings revealed a high level of administrators' demonstration supervisory skill for teachers' lesson delivery ($\bar{x} = 2.565$) but low level of administrators' demonstration supervisory skill for teachers' classroom organisation ($\bar{x} = 2.472$). There was a positive significant relationship between administrators' demonstration supervisory skill and teachers' lesson delivery performance ($r = .446$, sig. = .025, $P < 0.05$) but a negative significant relationship between administrators' demonstration supervisory skill and teachers' classroom organisation performance ($r = -.312$, sig. = .046, $P < 0.05$). It was recommended among others that school administrators should carry out regular demonstration supervision to show the teachers how to properly deliver their instruction and organise the classroom for better engagement of the students.

Keywords: Demonstration Supervisory Skill, Lesson Delivery, Classroom Organisation

Word Count: 218

INTRODUCTION

Teachers make up one of the most important workforce in the school. They play major role in disseminating and impacting knowledge to learners in a bid to preparing them for the contemporary world of work. The roles of teachers are so important that without them, there is no education. The ever changing world of work therefore calls for teachers who are able to perform their duties and fulfill their roles and obligations to the school, students and teaching profession.

Within the context of this study, teachers' job performance is viewed as how well teachers are able to carry out

their tasks specifically in areas of lesson delivery and classroom organisation in conformity to the directives and standard of a secondary school (Agu, 2021). Lesson delivery performance refers to how well a secondary school teacher presents and facilitates a lesson to students, aiming to achieve specific learning objectives. It encompasses the teacher's actions, the use of instructional materials, and the overall environment created to disseminate knowledge and support students' learning within the classroom. Effective lesson delivery thus requires careful planning, engaging activities, and clear communication to maximize student understanding and engagement (Ukor, 2018; Ushie & Daniel, 2022). However, when lesson delivery becomes unclear, it makes it difficult for students to comprehend the subjects taught by the teacher, as there may be a lack of coherence and logical flow in the manner in which the contents are presented.

Classroom organisation performance is how well teachers are able to systematically arrange and manage the physical and instructional elements within a classroom to create an effective and conducive learning environment (Dave-Ugwu & Eluke, 2024). Teachers' job performance in areas of lesson delivery and classroom organisation in secondary schools is very vital for the foundational development of a student especially for higher learning institution. However, despite the crucial role of teachers' job performance in the academic life of learners, lesson delivery and classroom organisation have become a significant challenge in secondary schools in Oyo State including those in Ibadan North local government area. Studies have reported that some teachers are unable to effectively deliver their lessons or organise their classrooms which usually result to disruptive and chaotic classrooms that prevent students from concentrating and engaging with their lessons (Azeez & Oladeji, 2024; Oyediji, 2023). Inability of the teachers to properly organise their classrooms and create a conducive learning environment for students would definitely lead to poor learning outcomes and performance among the students (Adeleke & Adeleke, 2024).

Few studies have been able to unravel predictors of low to average job performance of secondary teachers in areas of lesson delivery and classroom organisation in Ibadan North Local Government Area, Oyo State. Some of these factors include but not limited to: work life balance, school location, infrastructural facilities and instructional strategies (Akinkuade, 2021; Akinkuade & Oredein, 2021; Asiyanbi & Kazeem, 2019; Oyediji, 2023). However, this study sought to examine the impact of a salient factor such as 'administrators' demonstration supervisory skill' on teachers' job performance in Ibadan North Local Government Area, Oyo State.

Generally, administrators' demonstration supervisory skills are vital competencies and proficiencies required of principals (administrators) for overseeing, coordinating and managing the activities of both students and members of staff in secondary schools (Obuakor et al., 2021). Specifically, demonstration supervisory skill is an effective supervision expertise that involves teaching-learning activities presented by the principals (administrators) who are skilled and experienced for the purpose of the illustration of educational materials, procedures or strategies in order to improve instruction. During demonstration, the administrators clearly explain the subject matter using vivid examples which helps to improve teachers' performance in the subjects they teach (Elujekwute et al., 2021). Closely related studies have shown that demonstration supervisory technique/strategy significantly impacts teachers' job performance in Ebonyi and Rivers State (Nnebedum & Akinfolarin, 2017; Sule, 2013). However, such studies are lacking in Southwest, Nigeria including Ibadan North Local Government Area, Oyo State. This study therefore sought to fill this gap in knowledge by investigating administrators' demonstration supervisory skill on teachers' job performance in crucial areas of lesson delivery and classroom organisation in Ibadan North Local Government Area, Oyo State.

Statement of the Problem

In an ideal educational setting, secondary school teachers are expected to effectively perform their duties, which includes excellent lesson delivery and classroom organisation fostering high levels of student engagement. However, in some secondary schools in Ibadan North local government area of Oyo State, there is a noticeable decline in teachers' job performance, marked by poor to average lesson delivery, and classroom organisation. This decline in teachers' job performance is significant because it directly affects students' academic success and the overall learning environment in the secondary schools. When teachers struggle with classroom management or are unable to deliver engaging lessons, students' motivation and academic performance could decline. If these issues remain unaddressed, they will have long-term consequences for the

educational system, resulting in a generation of students who are underprepared for further education or the world of work. Hence, this study sought to examine the influence of a salient factor like administrators' demonstration supervisory skill on teachers' job performance in crucial areas such as lesson delivery and classroom organisation in Ibadan North Local Government Area, Oyo State. Besides, studies are lacking on the impact of administrators' demonstration supervisory skill on teachers' job performance in Oyo State hence the rationale for this study.

Purpose of the Study

The main purpose of this study was to investigate the impact of administrators' demonstration supervisory skill on teachers' job performance in areas such as lesson delivery and classroom organisation in secondary schools in Ibadan North Local Government Area of Oyo State. Specifically, the study intended to:

1. Examine the level of impact of administrators' demonstration supervisory skill on teachers' job performance in area of lesson delivery in secondary schools in Ibadan North Local Government Area of Oyo State; and
2. Ascertain the level of impact of administrators' demonstration supervisory skill on teachers' job performance in area of classroom organisation in secondary schools in Ibadan North Local Government Area of Oyo State.

Research Questions

This study provided answers to the following research questions:

1. What is the level of impact of administrators' demonstration supervisory skill on teachers' job performance in area of lesson delivery in secondary schools in Ibadan North Local Government Area of Oyo State?
2. What is the level of impact of administrators' demonstration supervisory skill on teachers' job performance in area of classroom organisation in secondary schools in Ibadan North Local Government Area of Oyo State?

Hypotheses

The hypotheses stated below were tested at 0.05 level of significance:

H₀₁: There will be no significant impact of the level of administrators' demonstration supervisory skill on teachers' job performance in area of lesson delivery in secondary schools in Ibadan North Local Government Area of Oyo State

H₀₂: There will be no significant impact of the level of administrators' demonstration supervisory skill on teachers' job performance in area of classroom organisation in secondary schools in Ibadan North Local Government Area of Oyo State.

Significance of the Study

This study would be of immense significant to the teachers, school administrators, and other researchers. This study would be immensely significant to teachers as they would gain insight into the impact of administrators' demonstration supervisory skill on their instructional and administrative job performance. The findings of this study would make school administrators aware on how their demonstration supervisory skill is impacting teachers' job performance which could make them swing into action in ensuring that they are equipped to properly apply demonstration supervision skill in improving teachers' lesson delivery and classroom organisation. Finally, the findings of this study could serve as a point of reference for those who intend to carry out further studies in the subject area.

Scope of the Study

This study focused on the impact of administrators' demonstration supervisory skill on teachers' job

performance in secondary schools in Ibadan North Local Government Area of Oyo State. The variable scope consisted on one independent variable (administrators' demonstration supervisory skill) and one dependent variable (teachers' job performance). Administrators' demonstration supervisory skill was treated as a single variable. However, teachers' job performance was treated using two indices which were lesson delivery and classroom organisation. The geographical scope comprised of the forty two public secondary schools in Ibadan North Local Government Area. The population scope comprised of male and female teachers and principals in forty two (42) public secondary schools in the study area.

LITERATURE REVIEW

Conceptual Clarification

Teachers' Job Performance

Teachers' job performance is the ability of teachers to impact the relevant skills and knowledge using appropriate methods consistently over time to enhance students' learning and achievements. Teachers' job performance is the ability of teachers to execute their primary assignment which includes grooming students into useful living by teaching, training and behaviour modification. Job performance of teachers is more than just teaching in the class, it also consists of being punctual to school and class, finishing the scheme of work for each term, making up to date lesson plan and notes, and helping students to solve their academic and learning difficulties (Okeke-James, et al., 2020). Within the context of this study, indicators of teachers' job performance include: lesson delivery and classroom organisation.

Lesson Delivery

Lesson delivery in the context of teaching, refers to the process of how a secondary school teacher presents and facilitates a lesson to students, aiming to achieve specific learning objectives. It encompasses the teacher's actions, the use of instructional materials, and the overall environment created to support student learning. Effective lesson delivery requires careful planning, engaging activities, and clear communication to maximize student understanding and engagement (Ukor, 2018; Ushie & Daniel, 2022).

Classroom Organisation

Classroom organisation is the systematic arrangement and management of physical and instructional elements within a classroom to create an effective and conducive learning environment hence every classroom plays host to different personality types of learners who come into the classroom differently prepared within the same classroom environment from different culture and background (Dave-Ugwu & Eluke, 2024).

Administrators' demonstration supervisory skill

With demonstration supervisory skill, the principal clearly explains the subject matter by using vivid illustrations and examples giving 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 (Elujekwute et al., 2021). Principal's demonstration skill involves teaching and learning activities presented by the principal who is skilled and experienced for the purpose of the illustration of educational materials, procedures or strategies in order to improve instruction (Sule, 2013).

Theoretical Review

Path-Goal Theory of Administration by House (1971)

Path-Goal theory of administration was developed by House in 1971. The path-goal theory of administration emphasises that staff/employees' work are carried out based on the administrative skill of their leader which determines the rate of performance in the organisation. Path-goal theory of administration is a "process in which leaders select specific behaviours and utilise administrative abilities such as supervisory skills that are best suited to the needs and the working environment so that they may best guide the employees and individuals within the organisation through their path in the obtainment of their daily work activities (goals and

tasks)". This implies that the leaders (in this case, administrators) have various administrative skills and consider the most appropriate in their administration to suit the needs of those within the working environment so as to attract the best action within the organisation. The theory posits that the administrator needs to skillfully supervise, motivate and satisfy the needs of those within the organisation with the sole aim of enhancing their performance and/or achievement (House, 1971; Northouse, 2018).

Relevance of Path-Goal Theory of Administration

Path-Goal theory of administration is a leader-focused theory where the administrator (principal) helps teachers by clarifying the tasks they must complete and provide supervisory support and guidance needed to achieve their instructional and classroom management goals using their demonstration supervisory skill, knowledge or competence. Hence, principals as administrators select specific administrative behaviours such as demonstration supervision and utilise demonstration supervisory skill to show and guide teachers on how to carry out their duties or tasks in aspects of lesson delivery and classroom organisation in order to improve their job performance and achieve the goals of the public secondary school.

Empirical Perspectives

There are definitely empirical studies related to administrators supervisory skill and teachers job performance in Nigeria, but this particular study focused on administrators demonstration supervisory skill and its influence on teachers' job performance in areas of lesson delivery and classroom organisation in Ibadan North Local Government Area of Oyo State, Nigeria which gives a focus to a specific area of Oyo State in Nigeria. Most existing empirical studies on the impact of administrators' supervisory skill on teachers job performance have majorly been carried out other parts or regions of the nation with such studies lacking in Southwest, Nigeria which includes Oyo State. For instance, Elujekwute et al. (2021) carried out a study on principal's supervisory technique as correlate of teachers' job performance in public secondary schools in Zone 'C' senatorial district of Benue State, Nigeria. Nnebedum and Akinfolarin (2017) carried out a research on principals' supervisory techniques as correlates of teachers' job performance in secondary schools in Ebonyi State, Nigeria. Studies have been conducted on principals' supervisory techniques and teachers' job performance and effectiveness in secondary schools in Anambra State (Ezinine, 2021; Ozioma & Ezeala, 2022). Only Sule (2013) carried out a study on principal's supervisory demonstration strategy on teachers' job performance in Nigeria secondary schools. However, in the methodology, Sule (2013) only focused on Cross River State, with three educational zones, namely Calabar, Ikom and Ogoja. The researcher did not give attention to other States in the nation or Southwest, Nigeria. By comprehensively examining the influence of administrators' demonstration supervisory skill on teachers' job performance in areas of lesson delivery and classroom organisation in Ibadan North Local Government Area of Oyo State, Nigeria, this study aimed to close the identified gaps in empirical knowledge.

Conceptual Model

The conceptual model for this study showed the relationship between the independent variable (administrators' demonstration supervisory skill) and dependent variable (teachers' job performance) as shown in figure 2.1:

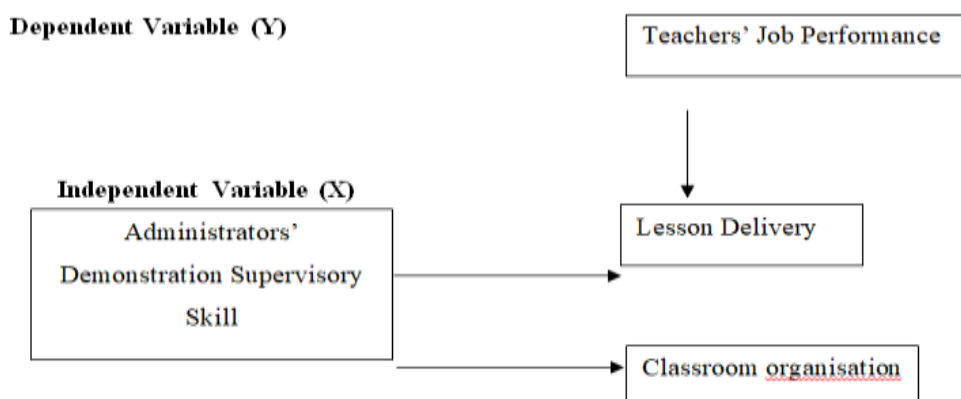


Figure 2.1: Conceptual Model (Source: Researcher, 2025)

METHODOLOGY

This study adopted the descriptive survey research design. The target population comprised 1,451 teachers in 42 public senior secondary schools in Ibadan North Local Government area of Oyo State. Multi-stage sampling procedure consisting of simple random and proportionate to size sampling techniques were used to select 389 teachers and 17 public senior secondary schools in Ibadan North Local Government area of Oyo State.

Primary data were gathered using a self-constructed questionnaire titled: “Administrators Demonstration Supervisory Skill, Teachers’ Lesson Delivery and Classroom Organisation Performance Questionnaire (ADSSTLDCOPQ)” was used to collect data for this study. The questionnaire consisted of three sections. The first section consisted of demographic of the teachers such as their gender, age, highest academic qualification and years of teaching experience. The second section consisted of five items on the level of administrators’ demonstration supervisory skill for teachers’ lesson delivery. The rating technique was a four point scale of VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2), and VLL = Very Low Level (1). The third section consisted of five items on the level of administrators’ demonstration supervisory skill for teachers’ classroom organisation. The rating technique was a four point scale of VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2), and VLL = Very Low Level (1).

The questionnaire was validated using face and content validity type while Cronbach’s alpha was used to determine the reliability of the instrument. A reliability value of .812 was obtained for the questionnaire. This value was reliable. The instrument was made into several copies and administered to the sample number of 389 teachers. Teachers’ demographic were presented using frequency and percentage. Research questions were answered using frequency, percentages, mean, and standard deviation while inferential statistics such as Pearson product moment correlation was used to analyse the hypotheses at 0.05 level of significance.

RESULTS

Presentation of Teachers’ Demographic Characteristics

Table 4.1: Demographic Characteristics of the Surveyed School Teachers

Demographic Variables	Categories	Frequency	Percent (%)
Age	20 - 29 years	64	16.5
	30 - 39 years	120	30.9
	40 - 49 years	111	28.5
	50 years and above	94	24.2
	Total	389	100.0
Years of Experience	6-10	35	9.0
	11-15	70	18.0
	16-20	125	32.1
	21-25	107	27.5
	26 and above	52	13.4
	Total	389	100.0

Educational qualification	NCE	37	9.5
	B.SC/B.A/B.ED	279	71.7
	M.Sc/M.A/M.Ed	73	18.8
	Total	389	100.0
Gender	Male	178	45.8
	Female	211	54.2
	Total	389	100.0

Source: Fieldwork, 2025

Table 4.1 showed that majority of the teachers (30.9%) are within 30-39 years of age. Most of them (32.1%) have within 16-20 years of teaching experience. Many of the teachers (71.7%) have B.SC/B.A/B.ED as their highest educational qualification. Lastly, majority of the teachers (54.2%) are females.

Answer to Research Questions

Research Question One: What is the level of impact of administrators' demonstration supervisory skill on teachers' job performance in area of lesson delivery in secondary schools in Ibadan North Local Government Area of Oyo State?

Table 4.2: Level of Impact of Administrators' Demonstration Supervisory Skill on Teachers' Job Performance in area of Lesson Delivery (n = 389)

S/N	Items (My principal)	VHL	HL	LL	VLL	\bar{x}	Std. Dev.
1	vividly explains the subject matter during demonstration so that the learning goals are effectively communicated to students I teach	87 (22.4%)	114 (29.3%)	106 (27.2%)	82 (21.1%)	2.530	.95
2	skillfully show me the best methodologies to use in teaching during demonstration so that the chosen instructional strategies are effective in engaging students	96 (24.7%)	127 (32.6%)	103 (26.5%)	63 (16.2%)	2.658	.90
3	is competent in the use of video tapes and guided practice to enhance my effectiveness in delivering instruction	77 (19.8%)	119 (30.6%)	94 (24.2%)	99 (25.4%)	2.447	.97
4	demonstration supervision is competent enough to ensure I am able to actively involve my students in the teaching-learning process	103 (26.5%)	121 (31.1%)	81 (20.8%)	84 (21.6%)	2.625	.91
Weighted Mean = 2.565; Std. Dev. = .93; Overall Decision = High Level							

Source: Fieldwork, 2025

KEY: VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2), and VLL = Very Low Level (1); Std. Dev. = Standard Deviation; \bar{x} = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low Level; 1.751-2.500 = Low Level; 2.501-3.250 = High Level; 3.251 - 4.000 = Very High Level

Table 4.2 showed that the level of impact of administrators' demonstration supervisory skill on teachers' job performance in area of lesson delivery is high in public secondary schools in Ibadan North Local Government Area of Oyo State (Weighted \bar{x} = 2.565).

Research Question Two: What is the level of impact of administrators' demonstration supervisory skill on teachers' job performance in area of classroom organisation in secondary schools in Ibadan North Local Government Area of Oyo State?

Table 4.3: Level of Impact of Administrators' Demonstration Supervisory Skill on Teachers' Job Performance in area of Classroom Organisation (n = 389)

S/N	Items (My principal)	VHL	HL	LL	VLL	\bar{x}	Std.Dev.
1	competently shows me how seating arrangements should be in the classroom depending on the type of activity students are assigned to	93 (23.9%)	98 (25.2%)	114 (29.3%)	84 (21.6%)	2.514	.94
2	skillfully demonstrates how I should create and have enough instructional space to move round students in the classroom	86 (22.1%)	101 (26.0%)	107 (27.5%)	95 (24.4%)	2.458	.96
3	competently demonstrates how I can ensure that the classroom is clean before lesson commences	93 (23.9%)	91 (23.4%)	101 (26.0%)	104 (26.7%)	2.445	.97
4	skillfully show me how I can always notice what is happening in the classroom	95 (24.4%)	92 (23.7%)	103 (26.5%)	99 (25.4%)	2.470	.95
Weighted Mean = 2.472; Std. Dev. = .96; Overall Decision = Low Level							

Source: Fieldwork, 2025

KEY: VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2), and VLL = Very Low Level (1); Std. Dev. = Standard Deviation; \bar{x} = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low Level; 1.751-2.500 = Low Level; 2.501-3.250 = High Level; 3.251 - 4.000 = Very High Level

Table 4.3 showed that the level of impact of administrators' demonstration supervisory skill on teachers' job performance in area of classroom organisation is low in public secondary schools in Ibadan North Local Government Area of Oyo State (Weighted \bar{x} = 2.472).

Test of Hypotheses

H₀₁: There will be no significant impact of the level of administrators' demonstration supervisory skill on teachers' job performance in area of lesson delivery in secondary schools in Ibadan North Local Government Area of Oyo State

Table 4.4: Pearson Product Moment Correlation for the Impact of Administrators' Demonstration Supervisory Skill on Teachers' Job Performance in area of Lesson Delivery

Variables	N	R	p-value	Decision
Teachers' lesson delivery performance	389	0.446	0.025	Significant
Administrators demonstration supervisory skill	389			

*r value is significant at the $P < 0.05$ level (2-tailed).

Source: Fieldwork, 2025

Table 4.4 revealed a positive significant impact of the level of administrators' demonstration supervisory skill on teachers' job performance in area of lesson delivery in secondary schools in Ibadan North Local Government Area of Oyo State ($r = .446$, $\text{sig.} = .025$, $P < 0.05$). The positive impact implied that as the high level of administrators' demonstration supervisory skill for lesson delivery increased, teachers' job performance in area of lesson delivery also increased.

H₀₂: There will be no significant impact of the level of administrators' demonstration supervisory skill on teachers' job performance in area of classroom organisation in secondary schools in Ibadan North Local Government Area of Oyo State

Table 4.5: Pearson Product Moment Correlation for the Impact of Administrators' Demonstration Supervisory Skill on Teachers' Job Performance in area of Classroom Organisation

Variables	N	r	p-value	Decision
Teachers' classroom organisation performance	389	-0.312	0.046	Significant
Administrators demonstration supervisory skill	389			

*r value is significant at the $P < 0.05$ level (2-tailed).

Source: Fieldwork, 2025

Table 4.5 revealed a negative significant impact of the level of administrators' demonstration supervisory skill on teachers' job performance in area of classroom organisation performance in secondary schools in Ibadan North Local Government Area of Oyo State ($r = -.312$, $\text{sig.} = .046$, $P < 0.05$). This negative impact implied that increase in the low level of administrators' demonstration supervisory skill as revealed in this study led to a decrease in teachers' job performance in area of classroom organisation.

DISCUSSION OF FINDINGS

This research work investigated the impact of administrators' demonstration supervisory skill on teachers' job performance in areas of lesson delivery and classroom organisation in secondary schools in Ibadan North Local Government Area of Oyo State. Research question one showed that the level of impact of administrators' demonstration supervisory skill on teachers' job performance in area of lesson delivery is high in public secondary schools in Ibadan North Local Government Area of Oyo State. This finding completely agrees with that of Elujekwute et al. (2021) which revealed a high extent of impact of principal's demonstration supervisory technique on teachers' job performance in aspect of instructional delivery in public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria. This result also agrees with that of Nnebedum and Akinfolarin (2017) who revealed a high level of influence of principals' demonstration supervisory technique on teachers' instructional delivery performance in secondary schools in Ebonyi State, Nigeria. This finding is in agreement with that of Ezinine (2021) which showed a high level of impact of

principals' demonstration supervisory technique on teachers' lesson delivery performance in secondary schools in Anambra State.

Research question two showed that the level of impact of administrators' demonstration supervisory skill on teachers' job performance in area of classroom organisation is low in public secondary schools in Ibadan North Local Government Area of Oyo State. This finding agrees with that of Sule (2013) which showed low extent of impact of principal's supervisory demonstration strategy on teachers' classroom management performance in Nigeria secondary schools. This finding is not in consonance with that of Ozioma and Ezeala (2022) which revealed a high level of impact of principals' demonstration supervisory strategy on teachers' effectiveness in classroom organisation in public secondary schools in Anambra State. This finding is not in line with that of Edo and David (2019) which showed a high extent of impact of demonstration supervision strategy on teachers' job performance in aspect of classroom organisation in senior secondary schools in Rivers State.

Hypothesis one revealed a positive significant impact of the level of administrators' demonstration supervisory skill on teachers' job performance in area of lesson delivery in secondary schools in Ibadan North Local Government Area of Oyo State. This finding is supported by that of Ezinine (2021) which showed a positive significant impact of the level of principals' demonstration supervisory technique on teachers' lesson delivery performance in secondary schools in Anambra State. This finding agrees with that of Elujekwute et al. (2021) which showed that the level of principals' demonstration technique has a significant influence on teachers' job performance in aspect of instructional delivery in public secondary schools in Zone 'C' Senatorial District of Benue State-Nigeria. This result also agrees with that of Nnebedum and Akinfolarin (2017) which revealed that a high level of positive significant impact of principals' demonstration supervisory technique on teachers' instructional delivery performance in secondary schools in Ebonyi State, Nigeria.

Hypothesis two revealed a negative significant impact of the level of administrators' demonstration supervisory skill on teachers' job performance in area of classroom organisation performance in secondary schools in Ibadan North Local Government Area of Oyo State. This finding disagrees with that of Sule (2013) which showed no significant impact of the level of principal's supervisory demonstration strategy on teachers' classroom management performance in Nigeria secondary schools. This finding does not align with that of Ozioma and Ezeala (2022) which revealed a high level of positive significant impact of principals' demonstration supervisory strategy on teachers' effectiveness in classroom organisation in public secondary schools in Anambra State. This finding disagrees with that of Edo and David (2019) which showed no significant impact of the level of demonstration supervision strategy on teachers' job performance in aspect of classroom organisation.

CONCLUSION

It can be concluded on the basis of the findings that the level of administrators' demonstration supervisory skill has a positive significant impact on teachers' job performance in area of lesson delivery but negative significant impact in area of classroom organisation in secondary schools in Ibadan North Local Government Area of Oyo State.

RECOMMENDATIONS

1. The school administrators should carry out regular demonstration supervision to show the teachers how to properly deliver their instruction for better engagement of the students;
2. The school administrators should carry out regular demonstration supervision to show the teachers how to effectively organise their classroom during teaching and learning activities in order to ensure that whatever they teach is well comprehended by the learners; and
3. The school administrators should regularly or periodically participate in seminars, workshops and conferences that are focused on improving their demonstration supervisory skills.

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