SCHOOL ADMINISTRATORS’ SUPERVISORY SKILLS ON TEACHERS’ JOB PERFORMANCE IN SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA

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Abstract  
This study examined the influence of school administrators’ supervisory skills on teachers’ job performance via communication supervision skill, problem solving supervision skill and regular classroom supervision skill in government senior secondary schools in Enugu state. The study adopted ex-post facto research design. The population of the study comprised all the principals and teachers in SS2 classes in government secondary schools in Enugu state. The sample consisted of 320 respondents (40 principals and 280 teachers) randomly drawn from government secondary schools in Enugu state. Three research questions and three null hypotheses guided the study. The instrument used was a structured questionnaire that consisted of 15 items. The questionnaire was validated by three experts. Using mean and standard deviation, the research questions were analyzed, while the hypotheses were tested using t-test statistics at 0.05 level of significance. The major findings of the study among others were that: communication skill, problem solving skill and regular classroom supervision skills significantly influenced teachers’ job performance. It was thus recommended that Supervisors in all educational industry especially those concerned with instructional supervision should endeavour to use skills that would promote teachers instructional delivery and that education supervisors should be dynamic and use more viable approach in instructional supervision to meet up with the challenging world.

Keywords: Administration, School Administrator, supervisory skills, Job Performance, Teacher,

Introduction  
Administration has to do with getting things done for the accomplishment of defined goals or objectives in an organization. It is crucial for maintaining and expanding the relevance, effectiveness and productivity of complex institutions and could be seen as an integral part of school program. School administrators go with different nomenclatures at different levels of educational system. In secondary schools in Nigeria they are called principals. The focus of this work is on Principals as school administrators of secondary schools. Principals are the chief executives charged with the day-to-day running of secondary schools in Nigeria. They implement the educational programmes in secondary schools, keep statutory records as well as create a conducive atmosphere for teaching and learning in schools (Ogbonnaya, 2004). In view of this, it is expected that a principal must be competent enough in his administrative duties. Baudinette (2008) stated that successful operation of secondary schools require competent principals. Stressing further, he stated that principals provide instructional leadership and manage the day-to-day activities in secondary schools. They try to maintain educational standards and goals established by the policy makers through supervision of instruction.

Supervision is seen as activities carried out by school administrators to influence instruction at all levels of school system (Nakpodia, 2018). Supervision of teachers’ instructional activities is very important as it helps to
guide, direct and stimulate growth with the aim of improving teaching and learning. Through instructional supervision, teachers are stimulated to grow professionally and develop the necessary skills required for the job of teaching. Teachers constitute a very vital component rank in education system. They play vital roles in the lives of students in the classrooms. Teachers are best known for the role of educating the students that are placed in their care. They set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models and ensure discipline in the classroom. The major focus of instructional supervision is the classroom teacher aimed at stimulating interest in teachers and learners in order to ensure successful classroom instructional tasks. It is the view of Novit (2018) that ineffective school administrators could not help teachers contribute maximally in/ to instructional success. Ogunsaji (2018) stated that school administrators’ supervisory skills include communication skill, conflict resolution skills, leadership skills, critical thinking skills, interpersonal skills, time and priority management skills and problem solving skills. He further explained that regular classroom supervision could help teachers master the use of instructional materials and develop teacher competency in students’ evaluation. Rand (2018) also listed supervisory skills to include: motivation, demonstration, varsity and generalization differences, problem solving and self-discovery. According to him, problem solving as a skill of supervision could help the teacher in making guided discovery thereby attends to students individually. Novit (2018), Sege (2017) and Oye (2017) stated that communication skill could help teachers sustain students’ interest and improve teachers’ class discipline. Job performance according to Okpe (2016) refers to whether a person performs his/her job well. The persistent and prolonged pitiable state of teachers’ job performance leading to poor academic achievement of secondary school students in both external and internal examinations in Enugu state has become a source of concern among education stakeholders and parents. This could be that instructional supervision is not adequately carried out by the principals. This research is limited to investigating the influence of communication skill, problem solving skills and regular classroom supervision skill on teachers’ job performance.

Statement of the Problem

A critical examination of the operations of the secondary schools in Nigeria reveals that the system is beset with numerous problems. The trend of poor academic achievement in the Senior Secondary School Certificate Examinations (SSSCE), the incidence of truancy and indiscipline among the students are sources of worry to teachers, parents, curriculum experts and evaluators, especially when the major focus of the blame seem to be on the school administrators’ poor supervision of instruction. Research evidences tend to suggest that adequate instructional supervision has potent effects on the job performance of teachers. Therefore the problem of this study put in a question form is: To what extent would be the school administrators’ instructional supervision skills influence teachers’ job performance?

Purpose of the Study

The general purpose of this study is to investigate the influence of school administrators’ supervisory skills on teachers’ job performance. Specifically, the study sought to:

1. Identify the influence of communication supervisory skill on teachers’ job performance
2. Determine the influence of problem solving supervisory skill on teachers’ job performance
3. Examine the influence of regular classroom supervisory skill on teachers’ job performance.

Research Questions

The following research questions guided the study:

1. To what extent does effective communication supervision skill influence teachers’ job performance?
2. To what extent does problem solving supervision skill influence teachers’ job performance?
3. To what extent does regular classroom supervision influence teachers’ job performance?
Research Hypotheses
Three null hypotheses were formulated and tested at an alpha level of 0.05 to guide the study.
1. There is no significant influence of communication supervisory skill on teachers’ job performance
2. There is no significant influence of problem solving supervisory skill on teachers’ job performance
3. There is no significant influence of regular classroom supervisory skill on teachers’ job performance

Methodology
The study adopted ex-post facto research design. This design seeks to establish the effect of school administrators’ supervisory skills on teachers’ job performance. The researcher considered this design as the most appropriate because the influence of supervisory skills on teachers’ job performance is investigated.

This study was carried out in government secondary schools in Enugu state, Nigeria which has six (7) education zones namely: Agbani, Awgu, Enugu, Nkanu, Nsukka, Obollo Afor and Udi. The choice of this area was based on the fact that secondary schools in the area are faced with numerous problems on poor academic achievement and thus would value a study on the influence of school administrators’ supervisory skills on teachers’ job performance. The school principals and teachers were also chosen because they are in charge of classroom management and instructional delivery at secondary school level. The population of the study comprised all the principals and teachers in SS2 classes in government secondary schools in Enugu state numbering (756 principals and 867 teachers)(Records and Statistics office Post Primary School Management Board, Enugu state). The sample for this study consisted of 320 (40 principals and 280 teachers). Simple random sampling technique was employed in drawing the sample for the study. Initially the researcher randomly sampled four (4) education zones from the seven (7) education zones in Enugu state. Out of the four (4) education zones, ten (10) schools were randomly sampled from each zone giving a total of forty schools. Also seven (7) teachers were randomly drawn from each of the forty (40) schools sampled giving a total of three hundred and twenty (320) respondents (40 principals and 280 teachers) who served as the respondents. A structured questionnaire on influence of School Administrators’ Supervisory Skills on Teachers’ Job Performance (IOSASSOTJP) was used. The questionnaire was made up of two parts namely: bio data of the respondents and 15 items statement which were structured into three sections. The questionnaire was validated by three experts, two from department of educational foundations and one from department of measurement and evaluation all from university of Nigeria, Nsukka.

The reliability of the instrument was established using Cronbach Alpha Formula. The internal consistency of the items was established by a single administration of the instrument to government secondary schools in Anambra state. The reliability coefficient of the sections all together was 0.91.

Copies of the questionnaire were administered on the respondents with the help of three trained research assistants. The research assistants collected copies of completed questionnaire from the respondents after one week. A total of 288 copies (90%) out of 320 copies of the questionnaire items were retrieved. The data collected from the respondents were analyzed using mean, standard deviation and t-test statistics. The mean and standard deviation were used to answer the research questions. Any item with a mean rating of 2.50 and above was regarded as agreed, while any item with a mean rating less than 2.50 was regarded as disagreed. The correlated t-test statistic was used to test the three null hypotheses at 0.05 level of significance. Any hypothesis whose significance level was less than or equal to 0.05 level of significance, was rejected, while a hypothesis with significance level greater than 0.05 level was not rejected.
Results

Research Question 1: To what extent does communication supervision skill influence teachers' job performance?

Hypothesis 1: There is no significant influence of communication supervision skill on teachers' job performance

Table 1: Mean, standard deviation and t-test analysis of the Respondents opinion on the influence of communication supervision skill on teachers’ job performance

<table>
<thead>
<tr>
<th>S/N</th>
<th>Administrators' supervisory skills</th>
<th>Administrator N=40</th>
<th>Teacher N=70</th>
<th>t-calculated</th>
<th>t-table value = Dec level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Influence of communication supervision skill improves teachers’ classroom management</td>
<td>3.57 0.81</td>
<td>3.44 0.75</td>
<td>1.96</td>
<td>0.854 S</td>
</tr>
<tr>
<td>2</td>
<td>Helps teacher to sustain students’ interest in the lesson makes lesson delivery easier for the teacher</td>
<td>3.53 0.51</td>
<td>3.37 0.78</td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>3</td>
<td>Improves teachers’ class discipline</td>
<td>3.53 0.51</td>
<td>3.37 0.78</td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>4</td>
<td>Improves teachers’ time management</td>
<td>3.4 0.87</td>
<td>3.32 0.92</td>
<td></td>
<td>S</td>
</tr>
</tbody>
</table>

Data analysis in table 1 shows that the mean rating of the respondents on all the five (5) identified items relating to the influence of communication skills on teachers’ job performance in government secondary schools in Enugu state had mean values ranging from 3.19 to 3.62 which are all above the cut-off point of 2.50 on a 4 point rating scale. The decision level shows, that the respondents to a great extent agreed that communication skills positively influenced teachers’ job performance. Also administrators and teachers obtained standard deviation which ranged from 0.51 to 0.87 and 0.54 to 0.99 respectively; this showed that the respondents are not too far from one another in their responses and that their responses were not far from the mean. The calculated t-value obtained was 1.96 which is greater than the critical t-table value of 0.854 at 0.05 level of significance and degree of freedom of 318 going by the decision rule. Therefore, the null hypothesis of no significant influence of communication skill on teachers’ job performance is rejected and the alternative hypothesis accepted. This therefore, means that effective communication skill significantly influences teachers’ job performance.
Research question 2: To what extent does problem solving supervision skill influence teachers’ job performance?

Hypothesis 2: There is no significant influence of problem solving supervision skill on teachers’ job performance.

Table 2: Mean, standard deviation and t-test analysis of the Respondents opinion on the influence of problem solving supervision skill on teachers’ job performance

<table>
<thead>
<tr>
<th>S/N</th>
<th>Administrators’ Supervisory skills</th>
<th>Administrator N=40</th>
<th>Teacher N=70</th>
<th>t-calculated</th>
<th>t-table value</th>
<th>Dec level</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Influence of problem solving skill</td>
<td>X₁</td>
<td>X₂</td>
<td>1.687</td>
<td>0.815</td>
<td>S</td>
</tr>
<tr>
<td>7</td>
<td>Problem solving supervision skill helps the teacher to attend to students individually</td>
<td>3.38</td>
<td>0.85</td>
<td>3.22</td>
<td>0.79</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Helps the teacher in making guided discovery</td>
<td>3.14</td>
<td>0.79</td>
<td>3.40</td>
<td>0.64</td>
<td>S</td>
</tr>
<tr>
<td>9</td>
<td>Improves teacher – student relationship</td>
<td>3.52</td>
<td>0.81</td>
<td>3.43</td>
<td>0.79</td>
<td>S</td>
</tr>
<tr>
<td>10</td>
<td>Makes both the teacher and students to be focused</td>
<td>0.05</td>
<td>0.07</td>
<td>3.15</td>
<td>0.56</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Helps teachers to discover students’ strength and weaknesses</td>
<td>3.57</td>
<td>0.81</td>
<td>3.43</td>
<td>0.76</td>
<td>S</td>
</tr>
</tbody>
</table>

Data in table 2 indicate the influence of problem solving skill on teachers’ job performance. The result reveals that the mean ratings of the respondents on the five (5) identified items relating to the influence of problem solving skill on teachers’ job performance in government secondary schools in Enugu state, the respondents had mean values ranging from 3.14 to 3.57 which are all above the cut-off point of 2.50 on a 4 point rating scale. The decision level shows, that the respondents to a great extent agreed that problem solving skills positively influenced teachers’ job performance. Also administrators and teachers obtained standard deviation which ranged from 0.51 to 0.87 and 0.54 to 0.99 respectively which shows that the respondents are not too far from one another in their responses and that their responses were not far from the mean.

The calculated t-value obtained was 1.96 which was greater than critical t-table value of 0.854 at 0.05 level of significance and 318 degree of freedom going by the decision rule. Therefore, the null hypothesis of no significant influence of communication skill on teachers’ job performance is rejected and the alternative hypothesis accepted. This, therefore, means that effective communication skill significantly influenced teachers’ job performance.
Research question 3: To what extent does regular classroom supervision influence teachers’ job performance?

Hypothesis 3: There is no significant influence of regular classroom supervision skill on teachers’ job performance.

Table 3: Mean, standard deviation and t-test analysis of the respondents’ opinion on the influence of regular classroom supervision on teachers’ job performance

<table>
<thead>
<tr>
<th>S/N</th>
<th>Administrators’ Supervisory skills</th>
<th>Administrator N=40</th>
<th>Teacher N=70</th>
<th>t-calculated</th>
<th>t-table value</th>
<th>Dec level</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Influence of regular classroom supervision on teacher job performance</td>
<td>X₁</td>
<td>SD₁</td>
<td>X₂</td>
<td>SD₂</td>
<td>86.8</td>
</tr>
<tr>
<td>11</td>
<td>Regular classroom supervision makes the teacher to be more dedicated to his/her duty</td>
<td>3.52</td>
<td>0.68</td>
<td>3.42</td>
<td>0.87</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Improves teacher-student relationship</td>
<td>3.57</td>
<td>0.74</td>
<td>3.40</td>
<td>0.79</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Makes the teacher to be regular to classes</td>
<td>3.00</td>
<td>0.63</td>
<td>3.03</td>
<td>0.62</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Improves teacher instructional ability</td>
<td>3.81</td>
<td>0.40</td>
<td>3.28</td>
<td>0.68</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Helps teacher discover his/her deficiencies</td>
<td>2.95</td>
<td>0.67</td>
<td>3.53</td>
<td>0.79</td>
<td></td>
</tr>
</tbody>
</table>

Data in Table 3 reveals a positive influence of regular classroom supervision on teachers’ job performance. The result shows that the mean ratings of the respondents on the five (5) identified items relating to the influence of regular classroom supervision on teachers’ job performance in government secondary schools in Enugu state, the respondents had mean values ranging from 2.95 to 3.63 which are all above the cut-off point of 2.50 on a 4 point rating scale. The decision level shows, that the respondents to a great extent agreed that regular classroom supervision positively influenced teachers’ job performance. Also administrators and teachers obtained standard deviation which ranged from 0.40 to 0.74 and 0.62 to 0.87 respectively which show that the respondents are not too far from one another in their responses and that their responses were not far from the mean.

The calculated t-value obtained was 86.8 which were greater than critical t-table value of 7.815 at 0.05 level of significance and 318 degree of freedom going by the decision rule. Therefore, the null hypothesis of no significant influence of regular classroom supervision on teachers’ job performance was rejected and the alternative hypothesis accepted. This therefore, means that communication skill significantly influences teachers’ job performance.

Discussion of the Findings

The findings of this study will be discussed under the following sub headings:

1. Influence of communication supervision skill on teachers’ job performance
2. Influence of problem solving supervision skill on teachers’ job performance

A look at the result of data analysis presented in table 1 shows that both the school administrators and the teachers agreed that communication supervision skill as a tool for supervision positively influences teachers’ job performance. This is so because the respondents had mean values ranging from 3.19 to 3.62 which are above the cut-
off point of 2.50 on a 4 point rating scale. The standard deviation values for the five (5) items ranged from 0.51 to 0.87 and 0.54 to 0.99 for school administrators and teachers respectively which showed that the respondents are not too far from one another in their responses and that their responses were not far from the mean. The table also showed that the calculated t-value obtained was 1.96 which is greater than critical t-table value of 0.854 at 0.05 level of significance and 318 degree of freedom going by the decision rule. Therefore, the null hypothesis of no significant influence of communication skill on teachers’ job performance is rejected and the alternative hypothesis accepted. This finding is in line with the discovery of Novit (2018), Sege (2017) and Oye (2017) who stated that communication skill helps teachers to sustain students’ interest and improves teachers’ class discipline.

The analysis of the data in table 2 shows that the mean ratings of the responses of the respondents on the five (5) identified items relating to the influence of problem solving skill on teachers’ job performance had mean values ranging from 3.14 to 3.57 which are all greater than the cut-off point of 2.50 on a 4-point rating scale. The data in the table indicated that the respondents agreed that all the 5 items are the influences of problem solving supervision skill on teachers’ job performance. The standard deviation values for the five (5) items ranged from .40 to 0.74 and 0.62 to 0.87 respectively which show that the respondents are not too far from one another in their responses and that their responses were not far from the mean. The calculated t-value obtained was 1.96 which was greater than critical t-table value of 0.854 at 0.05 level of significance and 318 degree of freedom going by the decision rule. Therefore, the null hypothesis of no significant influence of problem solving skill on teachers’ job performance is rejected and the alternative hypothesis accepted. This therefore, means that problem solving skill significantly influenced teachers’ job performance. The finding is in line with Rand (2018) who stated that problem solving skill helps teachers in making guided discovery thereby helps the teacher attend to students individually.

The analysis of the data in table 3 shows that the mean ratings of the responses of the respondents on the five (5) identified items relating to the influence of regular classroom supervision skill on teachers’ job performance had mean values ranging from 3.14 to 3.57 which are all greater than the cut-off point of 2.50 on a 4-point rating scale. The data in the table indicated that the respondents agreed that all the 5 items are the influence of regular classroom supervision skill on teachers’ job performance. The standard deviation values for the five (5) items ranged from .40 to 0.74 and 0.62 to 0.87 for school administrators and teachers respectively. This shows that the respondents are not too far from one another in their responses and that their responses were not far from the mean. The calculated t-value obtained was 1.96 which was greater than critical t-table value of 0.854 at 0.05 level of significance and 318 degree of freedom going by the decision rule. Therefore, the null hypothesis of no significant influence of regular classroom supervision on teachers’ job performance is rejected and the alternative hypothesis accepted. This therefore, means that regular classroom supervision significantly influenced teachers’ job performance. The finding is in line with Ogunsaju (2018) who suggested that regular classroom supervision could help teachers attend to students individually.

**Conclusion**

From the results and discussions of the findings the researcher found out that skills of supervision such as communication skill, problem solving skill and regular classroom supervision skills significantly influenced teachers’ job performance positively. Therefore, if the purpose of instructional supervision is to boost teachers’ instructional effectiveness these skills should be utilized by supervisors for the realization of the objectives of teaching and learning in educational institutions.

**Recommendations**

Based on the findings of the study, the following recommendations are made:

1. Supervisors in all education industry especially those concerned with instructional supervision should endeavour to use skills that would promote teachers instructional delivery.
2. Education supervisors should be dynamic and use more viable approach in instructional supervision to meet up with the challenging world.
3. Government should vote money to education sector for effective classroom delivery that would meet up with 21st century pedagogical needs.

References


