

INFLUENCE OF ADMINISTRATORS' SUPERVISORY SKILLS AND TEACHERS JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ENUGU EDUCATION ZONE, ENUGU STATE NIGERIA

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Abstract

The study examined the influence of administrators' supervisory skills and teachers' job performance in public secondary schools in Enugu Education Zone, Enugu State Nigeria. Descriptive Survey research design was adopted for the study. Two research questions and two null hypotheses guided the study. A total of 396 respondents made up of 32 principals and 364 teachers drawn from the public secondary schools in the study area were used for the study. A researcher developed questionnaire was used for data collection in the study. Mean scores and standard deviation were used for data analysis. The findings of the study revealed that Strategic Classroom monitoring is an essential instrument which principals can use to identify areas of weakness in teachers and take action to correct them for quality output. Effective communication between the principals and teachers will to a very great extent influence the teachers' behaviour and job performance at schools. Communication skills play important role in teachers' day-to-day activities, including classroom management, student engagement, and academic achievement. Based on the findings of the study, the following recommendations were made thus: Administrators should endeavor to pay adequate attention to classroom activities and provide professional assistance where necessary to enhance learning outcome. Government should recruit principals and teachers who know what school administration is all about as a way of achieving quality outcome in schools. Communities should be involved in school supervision because education, when got right is for the good of all not government alone in Enugu Education Zone, Enugu State Nigeria.

Keywords: Management, Secondary Schools, Supervision, Teachers, Job Performance.

Introduction

Education is a structured process of gaining knowledge, abilities, beliefs, and perspectives across diverse formal and informal contexts. It encompasses the exchange and absorption of information, often facilitated through teaching, coaching, or study, with the objective of nurturing mental, societal, and individual advancement. According to Oluremi (2016), education serves as a conduit for individuals to acquire the necessary expertise, competencies, and principles essential for cultivating moral character, self-sufficiency, and conscientious citizenship. Educational experiences take place within schools, universities, colleges, and alternative learning settings, contributing to individuals' holistic development and readiness for active engagement within society. Within the continuum of education, secondary schooling occupies a significant role as a pivotal stage that builds upon foundational knowledge and principals are the chief administrators of these schools. The principal is the administrator who occupies the leadership position with the responsibilities of planning, overseeing, and coordinating human, material, financial, and temporal resources to facilitate the achievement of the school's goals and objectives (Agu, Amajuoyi & Agogbua, 2021). Egwu (2016), defined a principal as a leader who must plan, coordinate and supervise the affairs of the school so that they run smoothly. A principal is typically the chief administrative officer of a school, and his role extends to overseeing the overall operation of the institution. Therefore, in the context of this study, it could be stated that in secondary schools, the actualization of the goals/objectives of the school is dependent on the principal and his managerial capabilities.

Hence, the need for the principal to adopt effective management practices for enhanced job performance of teachers through effective supervision as administrative strategies in Enugu Education Zone. School administrators are saddled with the duty to provide diversity of supervision techniques for teachers to see the need for change, plan for change and practice new behaviour for effectual teaching and learning. Instructional supervision is the actions taken to mentor and monitor subordinates or teachers and provide supportive and conducive atmosphere for perfection on the instructional process. It requires planned and systematic monitoring of subordinates and providing professional guidance and assistance to them in order to ensure the successful implementation of the formal or informal curriculum in the school.

Administrators' supervisory skills to both the teachers and the students and its relationship to teachers' attitude to work was also exemplified in the work of Adepoju (2018), who observed that performance should be goal oriented, so should supervision and evaluation. Adepoju (2018) further argued that the goal of supervision and evaluation is to enhance quality control and efficiency of the system. Aderounmu and Aina (2016) further buttressed the above view by stressing that for any successful supervision, the chief executive should be able to possess those qualities of leadership that enable him to handle a group democratically, to get them to cooperate and coordinate their works and to help each worker to develop the finest type of creative task. Administrators' supervisory skills refer to the activities carried out by a principal while performing his/her duty, such as ensuring that lesson notes are well written, teachers are punctual at work, school facilities are in good condition to mention just a few. Teachers' job performance is the totality of the input of teacher which includes his/her administrative skill, leadership role, communication, adequate instructional competence and how classroom management is being carried out. The principal has a challenging task of supervising the teachers and the students adequately and his aim is to improve the performance of his staff performance within the school. A school is an institution established for the purpose of teaching and learning. It is a place where pupils and students are refined and where formal education is given to the youths of the society. The successful coordination of instructional and administrative tasks within the school system depends largely on human factors. Roser and Ortiz-Ospina (2019) defined a school as an educational institution designed to provide learning spaces and learning environments for the students under the direction of teachers, especially secondary schools.

Secondary school is defined as a learning institution where one receives further training immediately after the primary school level. In secondary school, one receives training generally under the junior secondary classes and chooses an area of specialty at the senior secondary classes. These areas include sciences, arts and commercial in some cases. Secondary school according to Obasi (2018) are educational institutions which have been established for building human potentials for capacity development in the society. The Federal Republic of Nigeria (2013) highlighted the specific objectives of secondary school education to include: providing all primary school leavers with the opportunity for education at a higher level, irrespective of sex, social status, religious or ethnic background, offering diversified curriculum to cater for the differences in talents, opportunities and future roles; providing trained manpower in the applied science, technology and commerce at sub-professional grades; developing and promoting Nigerian languages, arts and culture in the context of world's cultural heritage; inspiring students with a desire for self-improvement and achievement of excellence, foster national unity with an emphasis on the common ties that unite us in our diversity; raising a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens and providing technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. The actualization of the aforementioned objectives could be dependent on the effective supervision and management skills

adopted by the administrator as the administrative head of the school.

Supervision refers to the act or process of overseeing, managing, or directing activities, individuals, or processes to ensure they align with established goals, standards, or expectations. (NERDC, 2023) Meanwhile, administrators' supervisory skills refer to the set of abilities and competencies that individuals in administrative roles possess to effectively oversee and manage the work of others within an organization. These skills are crucial for ensuring that tasks are completed efficiently, goals are achieved, and the team operates cohesively. This can be achieved through strategic class room visitation/supervision.

Classroom visitation skill refers to the ability to effectively observe and assess teaching and learning activities in a classroom setting. It involves the capacity to conduct insightful and constructive observations while maintaining a positive and supportive presence. Individuals with strong classroom visitation skills can provide valuable feedback to teachers, administrators, or educational professionals. In a similar vein, Iloh, Nwaham, Igbiniedion and Ogogor (2016) highlighted that classroom observation entails a hands-on experience within an actual classroom setting. In this scenario, the individual under supervision presents their prepared lesson, employing diverse teaching methodologies and instructional materials. They interact with students, record essential points on the instructional board, assess learners through both formative and summative evaluations, and coordinate class activities. Meanwhile, the supervisor (principal) inspects, observes, and evaluates the instructor's performance and approach. A strong foundation in classroom visitation equips individuals with observation, communication, and reflective skills that are directly transferable to the interaction. The administrator should be able to develop potentials to effectively communicate with his teachers to positively influence their behaviour at work place.

Communication skills refer to the ability to convey information effectively through speaking, writing, listening, and non-verbal methods. These skills are essential for clear and efficient interactions in personal, professional, and social contexts. An administrator's communication skills significantly impact teachers' job performance by influencing clarity, morale, and effectiveness in the school environment. Effective communication ensures that teachers understand expectations, receive timely feedback, and feel supported in their roles. For example, recent efforts by the Lagos State Government to enhance educational outcomes have included training programs for school leaders to improve their communication skills, aiming to better support teachers in their professional development (Okeniyi, 2017).

Clear communication from administrators helps in setting clear objectives and providing constructive feedback, which directly affects teachers' ability to perform and improve. In 2023, the Nigerian Ministry of Education emphasized the importance of transparent communication channels in their strategic plan to enhance educational quality, recognizing that well-informed teachers are more likely to perform effectively and adapt to changes. Moreover, strong communication skills from administrators foster a positive work environment and address issues promptly, which can reduce teacher turnover and increase job satisfaction. Initiatives like the recent "Teacher Wellbeing" program by the Federal Government focus on improving not just the physical infrastructure but also the supportive communication frameworks within schools, demonstrating a recognition of the link between administrative communication and teacher performance. The concern surrounding teacher job performance is intricately linked to the apprehensions regarding the supervisory skills of administrators. The effectiveness of teachers is a critical aspect influenced by the quality and consistency of supervision provided by the administrators. The ongoing concerns within the educational landscape of Enugu Education Zone highlight the pressing issues surrounding secondary school teacher effectiveness, a critical determinant of the overall quality of education in the zone. It is against this background that the present study investigated the administrators' supervisory skills as determinant of teacher job performance in public

secondary schools in Enugu Education Zone.

Statement of the Problem

The purpose of any educational system is to drive the development of the society where it is being carried out through effective teaching and learning, achieved through strategic and functional leadership skills implementation by the school administrator. But where the administrator lacks the basic managerial skills such as effective classroom supervision, effective communication among others, goals of the educational system will be under serious threat. Observation has shown that teachers conduct themselves at will in public secondary schools in Enugu education zone, leading to poor educational outcome in the zone, and this observation motivated this study to determine the authenticity of the observation made.

Purpose of the Study

The purpose of this study is to assess the influence of administrators' supervisory skills and teachers job performance in secondary schools in Enugu Education Zone.

Specifically, the study sought to examine:

1. the extent to which administrators' classroom monitoring skills influence teachers' job performance in secondary schools in Enugu Education Zone
2. the extent to which administrators' communication skill influence teachers' job performance in secondary schools in Enugu Education Zone

Research Questions

The following research questions guide the study:

1. To what extent do administrators' classroom monitoring skills influence teachers' job performance in secondary schools in Enugu Education Zone?
2. To what extent do effective communication skills influence teachers' job performance in secondary schools in Enugu Education Zone?

Hypotheses

The following hypotheses were tested at .05 level of significance:

- H₀₁: There is no significant difference between the mean scores of administrators and teachers on the extent to which classroom monitoring skills influence teacher job performance in secondary schools in Enugu Education zone
- H₀₂: There is no significant difference between the mean scores of administrators and teachers on the extent to which Administrators' communication skills influence teachers' job performance in secondary schools in schools in Enugu Education zone.

Methods

Descriptive survey research design was adopted for this study. The area of the study was Enugu Education Zone. Enugu Education Zone is located in Enugu State, South East Nigeria. The population for the study was 396 respondents made up of 32 principals and 364 teachers from the study area. The instrument for data collection was researchers' self-structured questionnaire on Administrators' Supervisory Skills and Teachers' Job Performance Questionnaire (ASSTJPQ). The response format for the instrument was on 4-point scale of Very Great Extent (VGE)=4, Great Extent (GE) =3, Low Extent (LE)= 2 and Very Low Extent (VLE)= 1. The researcher with the help of two research assistants administered the instrument on the respondents across the Education zone and has them retrieved promptly after filling. The researcher used mean score with standard deviation to answer the two research questions. The null hypothesis was tested using t-test statistic at .05 levels of significance. The interpretation of the test of hypothesis was based on the significance (sig.) values from the SPSS output. The null hypotheses were not rejected when the probability values were greater than .05, but rejected when the probability values were less than .05.

Research Question 1: To what extent does administrators' classroom monitoring skill influence teachers' job performance in Public secondary schools in Enugu Education Zone?

ITEMS		Principals 32		Teachers 364		Overall 396		
S/N	Administrators class room monitoring skill and teachers job performance:	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{x}$	SD	Dec
1.	Regular classroom supervision makes the teacher to be more dedicated to his/her duty	2.85	.82	2.82	.79	2.83	.80	GE
2.	It promotes better teacher-student relationship	2.59	.83	2.60	.81	2.60	.82	GE
3.	Makes the teacher to be regular to classes	2.58	.83	2.57	.81	2.58	.82	GE
4.	Improves teacher instructional ability	3.03	.82	3.03	.80	3.03	.80	GE
5.	Helps teacher discover his/her deficiencies	2.61	.90	2.62	.90	2.62	.90	GE
6.	It helps to discourage indiscipline in the classroom	2.55	.91	2.46	.90	2.48	.92	LE
7.	It helps to improve teacher's interaction in the classroom with learners	2.55	.91	2.49	.90	2.52	.91	GE
8.	It helps to expose areas the teacher needs assistance and guidance in the classroom	2.61	.90	2.62	.90	2.62	.90	GE
9.	It helps teachers to improve on their classroom control during delivery of instruction	3.03	.82	3.03	.80	3.03	.80	GE
10.	It promotes better use of teaching materials	3.02	.80	3.01	.82	3.01	.82	GE
Cluster Mean/SD		2.76	.85	2.75	.84	2.76	.85	GE

Table 1 presents the mean ratings and standard deviations of teachers' and principals' responses on the influence of administrators' classroom monitoring skill on teachers' job performance in public secondary schools in the Enugu Education Zone. The principals' mean scores ranged from 2.58 to 3.03, while teachers' mean scores ranged from 2.46 to 3.03. The overall mean for both groups varied from 2.48 to 3.03, with a cluster mean of 2.76 and a standard deviation of 0.85. The standard deviations of both principals and teachers were similar, 0.85 and 0.84 respectively, indicating that the respondents were homogeneous in their views. This suggests that the perception of the influence of administrators' classroom observation skills on teachers' job performance was consistent across both principals and teachers. The closeness of the standard deviations indicates that the responses did not deviate widely from the mean, further reinforcing the conclusion that administrators' classroom observation skills have a considerable influence on teachers' job performance. Specifically, the results suggest that regular classroom supervision encourages teachers to dedicate more effort to their duties, improve their instructional abilities, and maintain regularity in their classes. Teachers also recognized the role of these observations in improving classroom control, fostering better teacher-student relationships, and facilitating self-awareness of their instructional deficiencies. However, while classroom monitoring are seen as helpful in promoting discipline, this influence was rated slightly lower in comparison to other factors, as reflected in the lower mean score for the item related to discouraging classroom indiscipline. The data analysis indicates that administrators' classroom monitoring skill significantly influence teachers' job performance in secondary

schools within the Enugu Education Zone, to a great extent, as perceived by both principals and teachers.

Research Question 2: To what extent does effective Communication skill influence teachers' job performance in Public secondary schools in Enugu Education Zone?

ITEMS		Principals 32		Teachers 364		Overall 396		
S/N	Administrators communication skill and teachers job performance:	$\bar{x}$	SD	$\bar{X}$	SD	$\bar{x}$	SD	Dec
21.	Communication supervision skill improves teachers' classroom management	2.98	.81	3.02	.82	3.00	.81	GE
22.	Helps teacher to sustain students' interest in the lesson	2.04	.84	2.07	.84	2.05	.84	LE
23.	Makes lesson delivery easier for the teacher	3.03	.82	3.03	.82	3.03	.82	GE
24.	Improves teachers' class discipline	3.04	.82	3.07	.82	3.06	.82	GE
25.	It enhances relationship	2.95	.83	3.02	.80	2.99	.82	GE
26.	Improves teachers' time management	2.38	.82	2.33	.82	2.35	.82	LE
27.	It helps teachers to utilize instructional materials effectively	3.04	.80	3.01	.81	3.02	.80	GE
28.	It effectively and efficiently enhances classroom activities by the teacher	3.02	.85	2.97	.80	2.99	.82	GE
29.	Communication helps in improving teaching learning processes	3.02	.79	2.99	.79	3.00	.79	GE
30.	It helps to improve the academic performance of student of adopted	2.99	.80	2.96	.82	2.97	.81	GE
Cluster Mean/SD		2.81	.82	2.82	.81	2.81	.82	GE

Table 2 focused on the influence of administrators' communication skills on teachers' job performance in secondary schools within Enugu Education Zone. The data reflects both principals' and teachers' mean scores, which range from 2.04 to 3.04 for principals, and from 2.07 to 3.07 for teachers. The overall mean for both groups is around 2.81, showing a close alignment in their assessments. The standard deviations (SD) of .82 for principals and .81 for teachers indicate that the responses are consistently grouped around the mean, suggesting a strong consensus on the impact of communication skills. The data suggests that administrators' communication skills positively influence teachers' job performance, particularly in areas like classroom management, lesson delivery, and teacher-student relationships. For example, communication skills are seen as improving classroom discipline (mean score of 3.04 for principals and 3.07 for teachers), and facilitating more effective use of instructional materials (mean scores of 3.04 and 3.01, respectively). Similarly, communication helps improve time management (with scores slightly lower, 2.38 and 2.33), but still demonstrates the potential benefits of administrators' communication skills on teachers' ability to manage their duties. Overall, the consistency in the responses from both principals and teachers underlines the importance of effective communication in enhancing teachers' performance and fostering a productive teaching and learning environment. The relatively high ratings, with a cluster mean of 2.81 for both groups, emphasize the significant role that communication skills play in teachers' day-to-day activities, including classroom management, student engagement, and academic achievement.

Table 3: Summary of t-test analysis of the mean scores of administrators and teachers on the extent to which administrators' classroom monitoring skill and teachers' job performance in public secondary schools in Enugu Education zone

Group	N	$\bar{x}$	SD	df	p-value	Decision
Principals	32	2.76	.85	394	.089	H ₀₁ not rejected
Teachers	364	2.75	.84			

Data on Table 3 above for principals and teachers on the extent to which administrators' classroom monitoring skill influence teacher job performance in public secondary schools in Enugu Education zone show that at 394 degree of freedom, the p-value was .089. The outcome of the p-value is greater than .05 level of significance set for this study. This implies that the null hypothesis was not rejected, therefore, there was no significant difference between the mean scores of principals and teachers on the extent to which administrators' classroom monitoring skill influence teacher job performance in public secondary schools in Enugu Education zone

HO₂: There is no significant difference between the mean ratings of administrators' communication skills and teachers' job performance in secondary schools in schools in Enugu Education zone.

Table 4: Summary of t-test analysis of the mean scores of administrators and teachers on the extent to which administrators' communication skill influence teachers' job performance in secondary schools in schools in Enugu Education zone.

Group	N	$\bar{x}$	SD	df	p-value	Decision
Principals	32	2.81	.82	394	.101	H ₀₃ not rejected
Teachers	364	2.82	.81			

Data on Table 4 above for principals and teachers on the extent to which administrators' communication skill and teachers' job performance in secondary schools in schools in Enugu Education zone show that at 227 degree of freedom, the p-value was .101. The outcome of the p-value is greater than .05 level of significance set for this study. This implies that the null hypothesis was not rejected and, therefore, there was no significant difference between the mean scores of principals and teachers on the extent to which administrators' communication skills and teachers' job performance in secondary schools in schools in Enugu Education zone.

Summary of the Findings

The findings of the study show that

1. Strategic Classroom monitoring is an essential instrument which principals can use to identify areas of weakness in teachers and take action to correct them for quality output
2. Effective communication between the principals and teachers will to a very great extent influence the teachers' behaviour and job performance at schools.
3. Communication skills play important role in teachers' day-to-day activities, including classroom management, student engagement, and academic achievement.

Conclusion

Based on the findings of this study, it has been established that administrators' supervisory skill has significant influence on teachers' job performance in public secondary schools. The study also concluded that the variables of administrators' supervisory skills investigated in this study

such as administrators' classroom supervision skill and communication skill significantly influence teachers' job performance in public secondary schools in Enugu Education Zone.

Recommendations

Based on the findings of the study the following recommendations were made.

1. Administrators should endeavor to pay adequate attention to classroom activities and provide professional assistance where necessary to enhance learning outcome..
2. Government should recruit principals and teachers who knows what school administration is all about as a way of achieving quality outcome in schools.
3. Communities should be involved in school supervision because education, when got right is for the good of all not government alone.

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