

ADMINISTRATOR'S SUPERVISORY SKILLS AND TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN AWKA SOUTH LOCAL GOVERNMENT AREA ANAMBRA STATE

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Abstract

The study was carried out on administrator supervisory skills and teacher job performances in secondary schools in Awka south local government area. The purpose of the study was to assess administrator supervisory skills and teacher job performances in secondary schools in Awka South LGA. Two (2) research questions were formulated to guide the study. Descriptive survey research design was used. The area of study was Awka south local government area. The population of the study was 542 teachers and the sample size was 200 respondents drawn using simple random sampling technique. A questionnaire with ten (10) items was used for data collection and it was validated by 3 experts from Nnamdi Azikiwe University Awka. The reliability of the instrument was determined using the test-retest technique. The data obtained were analyzed using mean rating. The study found out among others that classroom observation technique and workshop technique, influence teachers' job performance in secondary schools in in Awka south local government area. Based on the findings it was recommended among others that the factors explored and supervisory techniques discussed should be considered by administrators, while they improve their relationships with teachers to bolster job performance.

Introduction

Administrators or as in this case principals are saddled with frequent tasks in the administration of secondary schools. Principalship is an administrative position considered to be highest in chain of command of power in secondary school which is occupied by a person charged with the tasks of planning, controlling and coordination of human, material, financial and time resources to foster the attainment of the school goals and objectives. The school principal as the instructional leader is entrusted with the responsibility of improving the excellence of instructional delivery through enough supervision of teachers. To support this, Ugboka (2012) stated that the school principals are the management whose duty is 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. Instructional supervision gives chance for the supervisees to update their skills and knowledge in order to acclimatize to innovative ways of instructional delivery. It also provides a platform for communication between the principal (supervisor) and the teacher (supervisee). It is necessary for the supervisor to engage subject specialist during instructional supervision. This is because the school principal who is a graduate of Faculty of Arts might have inadequate knowledge of the content and methodologies of teaching science subjects. Involvement of heads of departments or subject specialists is essential in providing professional help to the supervisees. Iloh, Nwaham, Igbinedion and Ogogor (2016) listed the diversity of supervision skills

to include: classroom visitation/ observation, inter/intra school, team teaching practices, workshops, demonstration, clinical supervision and microteaching among others. Ani (2018) who outlined supervision skills as follow: classroom visitation, micro-teaching, research-approach, workshop, demonstration technique and tape recording. The supervisory skills however outlined by the above scholars adopted in this study are: classroom visitation/observation, workshop and demonstration. Classroom visitation or observation is a supervisory technique in which the principals visit the classroom and observe teachers delivery of the instruction taking account of their mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among others.

Similar to this, Iloh et al (2016) pointed out that classroom observation involves practicality in real classroom situation, whereby the supervisee, presents what he or she had prepared for his or her lesson, utilizing various teaching methodologies, instructional materials, interacting with the learners, jotting salient points on the instructional board, assessing the students using both formative and summative evaluations, coordinating class activities, while the supervisor (principal) inspects, observes and evaluates what and how the instructor has performed.

Classroom observation is not an avenue for fault-finding in the classroom teaching process before the students but a platform for principals to involve teachers in the process of improving upon their shortcomings. After the classroom observation, the objective of the visitation could not be said to have been achieved unless, heads provide professional guidance and assistance to help teachers improve on their instructional delivery. This is because the essence of supervision is not to witch-hunt teachers but to provide professional help for them to improve in delivery of teaching roles. The deficiency of teachers observed during instructional supervision could be handled using workshop supervisory technique. Workshop technique can be seen as an instructional supervisory technique in which a platform is created where the supervisor, teachers and subject specialists are brought together to exchange ideas and share teaching experiences in order to acquire knowledge and skills to meet current and emerging demands of teaching profession. To buttress this,

Ekpoh and Eze (2015) pointed that workshop is a technique in which teachers are brought together in an organized way to enable principals communicate with them on the matters of school and classroom management and most especially on instructional improvement. Akinfolarin and Rufai (2017) sees instructional improvement as the act of making progress in instructional delivery for better academic achievement. School administrators should communicate new ideas and trends in the education industry to teachers in order to ensure instructional improvement.

During workshops, ideas are exchange, analyses of new ideas are achieved, evaluations of concepts and suggestions are made, conclusion are drawn and decision taken (Ani, 2007). During observation, the supervisor takes note of the teacher's knowledge of the subject being taught, evidence of adequate planning and preparation for the lesson, lesson presentation, teacher's personality and the extent of students,, participation or interaction with the teacher. These form the bases for providing constructive advice on how to improve the quality of classroom instruction. The visit may be repeated until the required improvement is achieved.

Despite the obvious advantages of clinical supervision in its various forms, it has been criticized by researchers such as Garman and Hunter (2013) because it is time consuming and labor-intensive, rendering it impossible to use on any regular basis given the large number of teachers that supervisors are expected to supervise in addition to their other administrative responsibilities.

Secondary school principals seem to spend more of their official hours on the administrative functions to the detriment of effective supervision process and programmes of the school (Onuma, 2016). Continuing this, Onuma pointed out that there are public outcries, reports and comments in

print and electronic media alleging fallen standards of education in public education which reveals in part that internal supervision is probably not effectively carried by school principals in secondary schools. Irregular supervision of teachers could adversely affect their job performance.

According to Uko, Umosen and Caleb (2015), teachers' job performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession. Teachers job performances therefore involves the overall ability of the teacher to exhibit the right attitude to work, be committed and dedicated to the teaching roles while making deliberate efforts toward the attainment of educational goals and objectives. The indicator of teacher's job performance is evaluated in his or her ability to make deliberate effort to enhance students' academic performance, possession and display of in-depth knowledge of his or her subject matters. He should also be able to carry out presentation of lesson in a well-organized manner, effective classroom organization and control, participation in the school curricular activities, regularity and punctuality in the school, maintenance of good interpersonal relationship with subordinates and superiors; others include discipline, motivation and counseling of students and compliance to teachers' professional code of conduct among others. The researcher therefore decided to carry out this study so as to look into administrative supervisory skills and teacher job performances in secondary schools in Awka South Local government area with the view of making useful recommendations.

Statements of the Problem

The ability of teachers to render co-operative effort willingly determines the extent to which secondary schools will achieve their goals and objectives. This is so because, it is the teacher on whose shoulder lay the actual work of pedagogy and the attainment of educational results. However, some teachers cannot perform their jobs creditably without being effectively supervised to ascertain whether their performance meet the required standard. Teachers in secondary schools in Awka south local government area Anambra state are expected to prepare lesson notes, teach students, and evaluate students' performance during and at the end of term.

The extent to which teachers carry-out these functions depends on how effective their principals are performing their instructional supervisory roles. Such roles include checking on: teachers' lesson notes, scheme of work, students' attendance register, lesson delivery observation and others. It is observed in the study area that there is laxity on the part of teachers in their professional role performance. This laxity is mostly observed in public schools. Many teachers are merely staying on the job to look for better jobs outside. The constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and other forms of indiscipline constitute a big problem to the attainment of educational goals in secondary schools. This study was carried out to establish if there is any relationship between administrator's supervisory skills and teachers' job performance in secondary schools in Awka south local government area.

Purpose of the Study

The main purpose of the study was to investigate administrators' supervisory skills and teachers' job performance in secondary schools in Awka south local government area. Specifically, the study:

1. Assess classroom visitation/observation skills and teachers' job performance in secondary schools in Awka South LGA.
2. Determine administrators' workshop technique as a supervisory skills on teacher's job performance in secondary schools in Awka South LGA.

Research Questions

The following research questions guide the study:

1. What is the influence of principals' classroom visitation on teachers' job performance in secondary schools in Awka South LGA?
2. In what ways do administrators' workshop technique influence teachers' job performance in secondary schools in Awka South LGA?

Method

The study employed descriptive survey research design and was carried out in Awka South Local Government Area of Anambra State. The population of the study consisted 542 teachers in the 19 public secondary schools in Awka south L.G.A. The sample for this study was 200 respondents drawn from the population of the study using proportionate stratified and simple random sampling technique. A questionnaire titled Administrative supervisory skills and teacher job performance questionnaire (ASSTJPQ) was used for data collection. The questionnaire was structured on a four-point response scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), weighted 4, 3, 2 and 1 respectively. The instrument were subjected to face validity using three experts in the Faculty of Education, Nnamdi Azikiwe University. The reliability of the questionnaire was determined using test-retest method and yielded a coefficient of 0.78. Mean was used to answer the research questions.

Results

Table 1: Mean score of Respondents on the influence of principal's classroom visitation on teacher's job performance in Secondary Schools in Awka south LGA, Anambra state.

	Mean	SD	Remark
5. School administrators' need to visit the classroom to ensure efficiency in the content delivery	2.53	.67	Agree
6. Regular visitation of the classroom sharpens the administrators' administrative skills	3.39	.81	Agree
7. My administrator's classroom visit is a morale booster to my performance in class	2.50	.79	Agree
8. Students are always attentive and alert due to the principal's unannounced visits	3.55	.46	Agree
9. My administrator's visit brings about unease and pressure	3.47	.53	Agree
Grand Mean	3.08	.65	Agree

The grand mean score of 3.08 shows that the respondents agree that principals' classroom visitation has a positive influence on teachers' job performance in secondary schools in Awka south local government area. The item by item analysis shows that the respondents agree that regular visitation to the classroom sharpens the administrators' administrative skills administrator's classroom visit is a morale booster to my performance in class, students are always attentive and alert due to the principal's unannounced visits and administrator's visit brings about unease and pressure.

Table 2: Mean score of Respondents on influence of administrator's workshop techniques on teacher's job performance in Secondary Schools in Awka south LGA, Anambra state

	Mean	SD	Remark
1. Administrators that attend workshop and training has better supervisory skills	3.55	.55	Agree
2. My Administrator exhibits strategic planning because of workshop training	3.00	.49	Agree
3. Regular attendance of workshops sharpen administrators' administrative skills	2.56	.59	Agree
4. School administrators' that attend workshops are better equipped to handle staff disagreements	2.98	.87	Agree
5. My administrator demonstrates better leadership skills as a result of workshop training	3.24	.56	Agree
Grand Mean	3.06	.61	Agree

Table 2 showed that majority of the respondents believed that administrator's workshop technique, influence teachers performance as shown by the grand mean score of 3.06. The item by item analysis showed that the respondents agree that administrators that attend workshop showed strategic planning and better administrative skills, are better equipped to handle staff disagreements and showed leadership skills which influences teachers job performance.

Discussion of Results

The feedbacks from the respondents indicate that there is a great influence of principal's classroom visitation on teacher's job performance. The responses from the respondents indicated a positive influence on their path, and basically on the students. Many of the respondents concluded that the Administrator visits the classroom, and most times does that unannounced. They further agreed with the research question that the principal's visits, creates a conducive atmosphere for them to do their job by making the students to be alert and attentive. However, a greater number averred that the principal's visit brings pressure to perform from them rather than being a morale booster. This was supported by Igwe (2018) who noted that teachers are always fearful and scared of supervision and as such do not take it in good faith. Since supervision is inevitable, it behooves the supervisor to plan his visitation together with the teacher to dispel teachers' fear and anxiety.

Furthermore from the findings, administrators' workshop technique influences teachers' performance. This is evident on how the administrators that attend, and organizes workshops are clearly better in supervision than those that ignore it. This was supported by Schon (2014), who averred that common results expected from workshop were on accumulation of materials and knowledge. The respondents agreed with the researcher on related questions posed to them, on how workshop techniques influence teacher's performance. The respondents agreed that Administrators get better and show improvements with workshops attended. They also agreed with the research question that strategic planning and transformational leadership skills are acquired, from workshops attended.

Recommendations

On the basis of the findings the following recommendations were made:

1. It was therefore recommended that there is need for collaboration between teacher training institutions and schools in improving the quality of initial training, so that prospective principals are equipped to take proper measures to influence teacher job performances in their schools.
2. Again efforts should be made to update principals' knowledge on classroom observation techniques through in service training for better teacher job performances.
3. It is also recommended that workshop techniques of principals should be updated from time to time to take advantages of current trends in workshop programmes.

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