RELATIONSHIP BETWEEN PRINCIPALS’ SUPERVISORY SKILLS AND
TEACHERS’ JOB PERFORMANCE IN SECONDARY SCHOOLS IN PLATEAU
STATE, NIGERIA

Timson Ifeanyi I. Ndupuechi (Ph.D)
timsonndupuechi2016@yahoo.com
Ndupuechit@uniios.cdu.ng

And

Prof. Paul P. Lomak (Ph.D)
Department of Educational Foundations,
Faculty of Education University of Jos,
Plateau State, Nigeria

ABSTRACT
Students’ poor academic performance in the Senior Secondary School Certificate Examinations (SSCE), particularly in English and Mathematics in Plateau State, Nigeria, has been attributed to principals’ poor supervisory skills and poor teachers’ job performance. This is of great concern to education stakeholders. The discouraging situation has deprived students’ the opportunity of getting admission into tertiary institutions. It is apparent that if the situation is not checked, the productive capability of youths will be negatively affected and national development retarded. The aim of the paper was to find out the relationship between principals’ supervisory skills and teachers’ job performance in senior secondary schools in Plateau State. The research design adopted for the study was correlational design, since the aim of the study was to find out the relationship between dependent and independent variables. The population for the study was made up of 303 principals and 870 teachers. A sample of 174 principals which represents 57% of the principals and 487 teachers representing 56% of the teachers were taken. The results of the study showed that principals do not have good supervisory skills. Some of the recommendations are that efforts should be made by Nigerian governments (federal, state and local) and other education stakeholders to make resources available to enable principals attend more seminars, workshops and conferences on secondary school supervision. Also training and retraining of teachers should be encouraged. By these, school principals and teachers will be in tune with the dynamics of supervision and teaching strategies of the 21st century.

Keyword: Supervisory skills, Job performance

INTRODUCTION
The principal as the chief executive of the school has some administrative tasks to perform such as supervision of instructional programmes, management of school personnel and maintenance of students’ welfare services as well as establishment of good community
relations. His or her failure to perform these tasks effectively and efficiently will affect the achievement of school aim and objectives (Peretomode, 2001). The education system of Nigeria is largely examination oriented and as such teachers’ low productivity cum poor performance of students in examination often times are attributed to the school management’s level of effectiveness.

Studies of Zachariah and Mbugua (2012), Kibet, Mungiria and Nkonke (2012) attest to factors that affect teachers’ job performance in senior secondary schools in Nigeria as lack of teaching skills and learning materials such as textbooks and teaching aids. Performance of teachers as reflected by level of training and teaching experience will determine the quality of grades attained by students in an examination (Harbison & Mayer, 1978). Heinemarm (1981), Ivancerich (1994) and Juma (2011) noted that most teachers’ workloads were very high, up to 40 lessons a week, above the Federal Ministry of Education (FGN, 2009) recommendation of not more than 30 lessons for Mathematics and English teachers in a week. The practice of having too many students in a class far above the Federal Republic of Nigeria (FGN, 2009) recommended class size of 35-40 students to one teacher also negatively affects teachers’ job performance. This is said to also affect students’ comprehension of what is taught in the classroom (Chimombe & Selina, 2011).

School related factors that generally affect both teachers’ job performance and students’ academic achievement include school environment and inadequate instructional materials for the teaching/learning process. Inadequate instructional materials in school makes teaching more theoretical and non-practically oriented (Chimombe & Selina, 2011). These shortcomings make managing schools a challenging job with responsibilities that require managerial skills. The possession of such managerial skills should however help to effectively tackle identified challenges. Thus, essential skills which every school manager needs to achieve effective management are referred to as managerial skills. Robert (2011) and Adunola (2011) revealed that managerial skills needed by principals for effective administration of senior secondary school activities, among others, are communication, maintenance of work environment, methodological capacity building, teachers’ involvement in decision making, motivational utilization of facilities, prudent financial and time management skills. However, Adunola (2011) as well as Jason, Loeb and Mitani (2013) identified five managerial skills that are most desirable in impacting teachers’ job performance in the Nigerian secondary school system as capacity building, communication, decision making, supervisory, time management skills. The researchers focused this study on these five critical managerial skills.
Principals need supervisory skills for effective administration of the day to day activities of senior secondary schools. Supervision of teachers and teaching is pivotal to the attainment of desired academic outcomes. Teachers tend to take their job more seriously if principals regularly supervise them by going through the school’s scheme of work and lesson plan for quality assurance to be attained. Effective supervision by school principals is expected to lead to improvement in teachers’ job performance which in most cases, culminates in students’ improved academic performance.

Teachers’ job performance can be described as the duties performed by a teacher in a school and at a particular period. It could be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. Studies such as Obilade (1999) and Naugle (2000) have shown that there are four indicators of teachers’ job performance; they include knowledge of subject matter, effective teaching method, classroom communication, and learning motivation. These indicators help to determine the extent to which teachers’ job performance in senior secondary schools influence the attainment of the aims and objectives of the school.

**THEORETICAL FRAMEWORK OF THE STUDY**

The theoretical framework that underpinned this study was Campbell’s 8-factor model propounded in 1990 showing the multi-dimensional nature of job performance which include:

1. **Decision making, problem solving and strategic innovation:** Making sound and timely decisions about major goals and strategies and forecasting future trends and formulating strategic and innovative goals (vision) to take advantage of them.
2. **Goal Setting, planning, organizing, and time management:** Formulating operative goals, determining how to use personnel and resources to accomplish goals, anticipating potential problems, and time management.
3. **Coordination:** Actively coordinating the work of two or more units or the work of several work groups within a unit; this includes negotiating and cooperating with other units.
4. **Monitoring (supervising) unit effectiveness:** Evaluating progress and effectiveness of units against goals, and monitoring costs and resource consumption.
5. **External representation:** Representing the organization to those not in the organization (government agencies, nongovernment organizations and the public).
6. **Human resource development (capacity building):** Procuring and providing for the development of human resources; this include one-on-one coaching, training, guidance and on the job orientation of employees.
7. Administration and communication: Performing day-to-day administrative tasks, documenting actions, and making information available in a timely manner.

8. Commitment and compliance: Complying with and showing commitment to the policies, procedures, and directives of the organization, together with providing loyal constructive criticism.

Figure 1: The Eight Campbell Sub-Factor Managerial Skills (supervisory skill) Performance Model (Sub-factors 189)

CONCEPT OF TEACHERS’ JOB PERFORMANCE

Performance is something a single person does. Performance of teachers in schools is highly affected by motivation. Teachers’ performance automatically reaches towards high levels when they are motivated. Teacher’s performance can be mapped well through arranging training programs which can get them motivated as well as build up their confidence level. Teachers are the backbone of an educational activity, as such, the success and failure of educational activities highly depends on their performance. Teachers’ performance is directly linked to process and product of education. Therefore, the performance of teachers is emphatic for the improvement of education. According to Okunola (2000), performance may be described as “an act of accomplishing or executing a given task”. It could also be described as the ability to combine skilfully the right behaviour towards the achievement of organizational goals and objectives (Olaniyan, 1999).
Obilade (1999) describes teachers’ job performance as “the duties performed by a teacher at a particular period in the school system aimed at achieving organizational goals. Okeniyi (1995) opines that teacher’s performance could be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes”. Peretemode (1996) adds that job performance is determined by a worker’s level of participation in the day to day running of the organization. There are some factors which contribute to teacher’s job performance. These include the following:

i. Satisfying the learners through his teaching style and quality

ii. Apart from teaching, performance of other assignments as assigned by the principal and the department

iii. Management of class discipline, students’ motivation and improvement of their achievement

iv. Performance of his duties in a regular way, and

v. Interaction with students, parents, colleagues and other high officials

From an educational point of view, assessment is a process that characterizes a school system. Naugle (2000) opines that the goal of such assessment is the determination of the presence and extent of learning among students, for which teachers are held responsible. Shymansky (1978) holds that the assessment of teachers’ performance is as important as the assessment of students. Describing the need and use of assessment of teachers’ job performance, Murphy and Williams cited by Arvey (1998) argue that performance emulation is a subtle subject and mostly used to:

i. Meet the basic needs of any organization

ii. Improve the work force and provide certain administrative functions

iii. Identify the strengths and weaknesses of individual employees

iv. Develop and evaluate human resource system

Harder (1989) adds that performance evaluation is also used to reward past performance and justify increments. According to Nhundu (2009), teachers’ performance is used for monitoring and evaluation purposes. However, in education there is great apprehension concerning matters like who should be evaluated. Discussing the purpose of assessing teachers’ performance, Tan (2008) identified the following purposes:

i. Teachers’ performance is conducted for making decisions for permanency or promotion of teachers,

ii. Collection of information about the strengths and weaknesses of teachers so that it can be used to improve their capacity and the condition of school.
iii. Through collection of data, one can find out a clear picture of the condition of education.

iv. Finally, it determines the standards of an institution to meet future challenges.

Griffin (2009) postulated that the performance of an individual is determined by three factors: motivation, work environment and ability to do work. Chandrasekar (2011) also opined that the workplace environment impacts on teachers’ morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the workers, they get de-motivated and their performance is also affected. Chandrasekar maintained that poorly designed work timings, unsuitable authorities or duties, lack of appreciation and personal decision making opportunities affect productivity. People working in such environments are not satisfied, feel stress on themselves and it impacts on their job performance.

According to Adeyemi (2010), there is a direct relationship between principals’ managerial skills and teachers’ job performance. The author maintained that the performance of teachers is better in schools where principals have effective managerial skills as compared to those schools where principals do not. Adeyemi concluded that deployment of effective managerial skills can improve the productivity and performance of teachers in schools. He also recommended that principals should effectively deploy managerial skills in the day to day running of schools in order to improve teacher’s job performance. In the same vein, Malik, Danish and Usman (2010) argued that organizational success can only be achieved by satisfied and motivated employees and good leadership; thus, effective managerial skills are required to lead teachers and to enhance their efficiency in schools.

Davison (2005) focused on role of teachers in providing good quality education in primary schools through motivation. He suggested some initiatives to increase teachers’ level of motivation in order to bring about improvement in the quality of education delivery. Organizational culture according to him affects the performance of teachers positively or negatively. As employees are different and from different cultures, and backgrounds and languages, so also their thinking level. Davison (2005) further argued that bad working and living conditions do have an adverse effect on the teachers’ performance. Nadeem (2011) also posited that social and economic conditions of teachers like facilities, status of teachers in society, mental health, moral standing, stress of work, relation with other staff and head teachers or principals, low salary, working environment have strong impact on teachers’ job performance. The level of teachers’ job performance, he maintained, is reduced when there is poor social and economic condition in the place where the school is located.
In recent times, students’ academic achievement in both internal and external examinations had been used to determine the quality of teachers and teaching (Ajao, 2001). Teachers have been shown to have an important influence on students’ academic achievement. They also play a crucial role in educational attainment because the teacher is ultimately responsible for translating education policy into action and principles based on practice during interaction with the students (Afe, 2001). According to Uchefuna (2001), both teaching and learning depend on teachers; the authors maintain that an effective teacher is conceptualized as one who produces desired results in the course of his duty. Afe (2001) and Uchefuna (2001) argued that considering governments’ huge investment in education both at state and federal levels, outputs in terms of quality of students’ achievement have been observed to be unequal with such government expenditure.

**PRINCIPALS’ SUPERVISORY SKILLS AND TEACHERS’ JOB PERFORMANCE**

Principal’s supervisory role in senior secondary schools entails day to day oversight on the legitimate activities of teachers and students alike. Through this, the principal ensures the smooth running of the school academic and extracurricular activities. Principals’ supervisory activities include: classroom visitation, inspection of teachers’ job performance, inspection of scheme of work and lesson notes. However, Parents, Teachers Associations (PTAs) should also be involved in the organization of the regular supervision and not leave supervision to principals alone (Sule, Arop & Alade, 2012).

Research by Sule, Arop and Alade (2012) shows that teachers are the backbone of an educational activity. The success or failure of educational activities highly depends on teachers’ performance. Furthermore, the authors maintain that teachers’ performance is directly linked to process and product of education. They concluded that the performance of teachers was emphatic for the improvement of students’ academic achievement.

Okunola (2000) described teachers’ job performance as “an act of accomplishing or executing a given task”. He maintained that teachers’ job performance could also be described as the ability to combine skilfully the right behaviour towards the achievement of organizational (school) goals and objectives. Olaniyan (2009) and Obilade (2009) described teachers’ job performance as duties performed by a teacher at a particular period in the school system for the purpose of achieving organizational goals. Confirming this, Okunola (2000) opined that performance may be described as “an act of accomplishing or executing a given task under appropriate guidance and supervision by the principal”. It could also be described as the ability to combine skilfully the right behaviour towards the achievement of organizational goals and objectives (Olaniyan, 2000).
Similarly, Okeniyi (2005) postulated that teachers’ job performance could be described as “the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes”. Peretemode (1996) added that teachers’ job performance is determined by the worker’s level of participation in the day to day running of the organization and suggested three indicators of teacher’s job performance thus: (i) satisfying the learners through his/her teaching style and quality (ii) performance of other assignments as assigned by the principal and the department (iii) management of class discipline, students’ motivation and improvement of their achievement.

In the same vein, Amin (2013) posits that teacher’s job performance means performance of his/her duties in a regular way, and interaction with students, parents, colleagues and high officials. He maintained that it is based on these indicators that the teacher’s job performance is assessed and therefore assessment of students. Tan (2008) also found out that the teachers’ job performance assessment has resulted in the raising and development of a good and healthy society through quality education delivery.

From the foregoing, it appears there are many problems associated with principals’ supervisory roles which involve day to day oversight action on the legitimate activities of teachers and assessment of teachers’ job performance in senior secondary schools in Nigeria. That notwithstanding, principals’ competence in supervision and assessment of teachers’ job performance is necessary for effective teaching and learning in the classroom. Therefore, this study focused on seeking solutions, among others, to the problem of supervising and assessing teachers’ job performance in the classroom using relevant teachers’ job performance indicators like knowledge of subject matter, effective teaching method, classroom communication and learning motivation.

Akpama (2006) conducted a study on the effects of principals’ supervisory skills on teacher job effectiveness in selected secondary schools in Cross River State. For the research, seven hypotheses were formulated. A six point Likert type questionnaire was developed, validated and administered on two hundred teachers (200) and one thousand (1000) students who were randomly selected from twenty secondary schools. The questionnaires were in two sets. The teacher self-evaluation questionnaire (TSEQ) which measured teachers’ level of motivation and duty consciousness while the other, Teacher-evaluation questionnaire (TEQ) was administered on the students who had to rate the teaching effectiveness of their English and Mathematics teachers. The data obtained from the two sets of questionnaire was statistically treated using population t-test, Pearson Product Moment Correlational Analysis,
one-way Analysis of Variance (ANOVA). Fisher’s LSD Multiple Comparism Test and Independent t-test analysis was done at .05 alpha level.

The result was that significant positive relationship existed between teachers’ job performance and principals’ supervisory skills. Generally, the study found that positive relationship existed between principals’ supervisory skills and teachers’ duty consciousness, knowledge of subject matter, classroom management and discipline as well as lesson preparation. The study is similar to the current research as it sought to find out the relationship between teacher’s job performance and principals’ supervisory skills, the study however, did not mention the population/sample that was used.

**METHOD**

The research design adopted for this study was correlational design. The population for the study was made up of all principals and teachers in public senior secondary schools in the five educational zones in Plateau State. There are 303 principals and 870 teachers in the zones. Table 1 presents the distribution of the principals and teachers in the five educational zones, which form the clusters of the population.

**Table 1: Population of the Study Based on Educational Zones in Plateau State**

<table>
<thead>
<tr>
<th>Zone</th>
<th>LGA</th>
<th>No. of Schools</th>
<th>No. of Principals</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Jos North, Jos South, Jos East</td>
<td>94</td>
<td>94</td>
<td>320</td>
</tr>
<tr>
<td>Two</td>
<td>Bassa, Barkin Ladi, Riyom</td>
<td>41</td>
<td>41</td>
<td>118</td>
</tr>
<tr>
<td>Three</td>
<td>Mangu, Bokkos, Pankshin, Kanke</td>
<td>56</td>
<td>56</td>
<td>161</td>
</tr>
<tr>
<td>Four</td>
<td>Kanam, Wase, Langtang North, Langtang South</td>
<td>80</td>
<td>80</td>
<td>165</td>
</tr>
<tr>
<td>Five</td>
<td>Mikang, Shendam, Quanpan</td>
<td>32</td>
<td>32</td>
<td>106</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>303</td>
<td>303</td>
<td>870</td>
</tr>
</tbody>
</table>

For the sample of the study, two educational zones (one and four) were selected to represent all the others. Since the zones form the clusters of the population, all the 174 principals and the 487 teachers in the two sampled zones were used for the study. This represents 57% and 56% of the population of principals and teachers in the state respectively. The justification for the use of this high percentage is because the study uses the descriptive survey research design.
Table 2: Sample of the Study

<table>
<thead>
<tr>
<th>Educational Zones</th>
<th>LGAs</th>
<th>No. of Principals</th>
<th>Number of Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Jos North, Jos South, Jos East</td>
<td>94</td>
<td>322</td>
</tr>
<tr>
<td>Four</td>
<td>Kanam, Wase, Langtang North, Langtang South</td>
<td>80</td>
<td>165</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>174(57%)</td>
<td>487(56%)</td>
</tr>
</tbody>
</table>

The population of the study was made up of clear and recognizable clusters, five educational zones. Hence the simple random sampling technique was used to select two educational zones from the five educational zones. Two research instruments were used to collect data for the study and these were Principals’ Managerial Skills Questionnaire (PMS-Q) and the Teachers’ Job Performance format (TJPF). The direct method of data collection was used for the collection of data using the PCBS-Q and the TJPF. Research questions were answered using simple frequency counts and percentages. Hypotheses were tested using Chi square test of independence at 0.05 level of significance.

RESULTS

Research Question One: What is the nature of supervisory skills possessed by senior secondary school principals in Plateau State?

Table 3: Supervisory Skills of Principals

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Undecided</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principal occasionally observes teachers in class during teaching</td>
<td>70</td>
<td>104</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>174</td>
<td>3.40</td>
<td>0.63</td>
</tr>
<tr>
<td>2</td>
<td>Principal at times delegates vice principal academics to monitor teachers’ classroom attendance</td>
<td>35</td>
<td>139</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>174</td>
<td>3.20</td>
<td>0.42</td>
</tr>
<tr>
<td>3</td>
<td>Principal undertakes on the spot checks on the teachers’ lesson plans</td>
<td>35</td>
<td>105</td>
<td>17</td>
<td>17</td>
<td>-</td>
<td>174</td>
<td>2.90</td>
<td>0.88</td>
</tr>
<tr>
<td>4</td>
<td>Principal undertakes routine checks on teachers’ activities in the classroom</td>
<td>157</td>
<td>17</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>174</td>
<td>3.90</td>
<td>0.32</td>
</tr>
<tr>
<td>5</td>
<td>Principal prepares documents for school inspection</td>
<td>122</td>
<td>52</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>174</td>
<td>3.70</td>
<td>0.48</td>
</tr>
</tbody>
</table>
Table 4: Level of Supervisory Skills Possessed by Principals in Plateau State

<table>
<thead>
<tr>
<th>Level of PSS</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>48</td>
<td>28</td>
</tr>
<tr>
<td>Moderate</td>
<td>54</td>
<td>31</td>
</tr>
<tr>
<td>Low</td>
<td>72</td>
<td>41</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>174</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results of the analyses of responses of principals show that 48 (28%), 54 (31%) and 72 (41%) principals, have high, moderate and low supervisory skills respectively. These are presented in Table 4.

**Hypothesis One:** There is no significant relationship between principals’ supervisory skills and teachers’ job performance in senior secondary schools in Plateau State.

The hypothesis was rejected at 0.05 level of significance because the $\chi^2$ calculated value of 5.36 was greater than the $\chi^2$ critical of 4.02. It was concluded that the variable principals’ supervisory skills are dependent on teachers’ job performance in senior secondary schools in Plateau State.

Table 5: Summary Table for Chi-Square Analysis for Hypothesis

<table>
<thead>
<tr>
<th>Cells</th>
<th>Fo</th>
<th>Fe</th>
<th>Df</th>
<th>Cal $\chi^2$</th>
<th>Critical $\chi^2$</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13</td>
<td>3.33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>41</td>
<td>21.02</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>43</td>
<td>24.67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>32.11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>28</td>
<td>18.94</td>
<td>4</td>
<td>8.44</td>
<td>3.84</td>
<td>Reject Ho</td>
</tr>
<tr>
<td>6</td>
<td>16</td>
<td>33.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>52</td>
<td>16.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>38</td>
<td>17.18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>19</td>
<td>20.14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P<0.0520.14

**DISCUSSION**

The principals were found to have low level supervisory skills. The foregoing situation is a partial fulfilment of the position of Hornby (2009) who said that principals’ managerial ability is driven by supervisory skills. Teachers’ job performance is encouraging with more than 65 percent of the teachers possessing average high performance. The finding is in tandem with the earlier views of researchers (Obilade, 2009; Shymansky, 1978; Malik, Danish & Usman, 2010, and Davison, 2005). These researchers are all in agreement that effective, good or high teachers’ job performance helps in achieving organisational goals, but that it is as important as the assessment of students. The situation of good management supervisory skills by principals in secondary schools and good/high teacher job performance is in total agreement.
with Adeyemi (2010) who had earlier on found out that principals’ supervisory skills are directly related to teachers’ job performance in secondary schools in Nigeria.

CONCLUSION AND RECOMMENDATIONS

The study was on the relationship between principals’ supervisory skills and teachers’ job performance in senior secondary schools in Plateau State, Nigeria. Prior to the study, the researcher observed a mismatch between principals’ supervision efforts and teachers’ job performance. However, by the study findings revealing low level supervisory skills, efforts should be made by government and education stake holders to shore up principals’ supervisory skills in senior secondary schools in Plateau State.

REFERENCES


