PERCEIVED INFLUENCE OF ADMINISTRATORS' SUPERVISORY SKILLS ON TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ABA SOUTH LOCAL GOVERNMENT AREA OF ABIA STATE.

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Abstract

The job performance of teachers is paramount in every educational institution and for it to be achieved; the supervisory skills of administrators must be adequately provided and utilized. This study investigated the perceived influence of administrators' supervisory skills on teachers' job performance in Aba South Local Government Area of Abia State. Six research questions, divided into four clusters with six statements on each cluster table guided this study. The study adopted a descriptive survey research design and utilized a census approach since the entire population of 147 secondary school teachers in Aba South Local Government Area was studied. The instrument for data collection was the Administrators' Supervisory Skills and Teachers' Job Performance Questionnaire (ASSTJPQ). The instrument was validated by experts in the Department of Educational Management and Educational Foundations. Reliability of the instrument was established using the Cronbach Alpha method and the reliability coefficient obtained was 0.88. The findings of the study showed that among the predictors, the supervisory skills of administrators such as effective communication skills, performance evaluation skills, conflict resolution skills and team building skills were significant in influencing teachers' job performance. The study recommended training and capacity building through regular workshops by the government and education boards for school administrators' to strengthen their supervisory techniques. Principals should evaluate teacher's based on neutrality and transparency to promote a positive work environment. Evaluation systems should be improved to ensure regular feedback and realistic target-setting that support teachers' professional growth.

KEYWORDS: Education, Administrators' Supervisory Skills, Teachers' Job Performance

Introduction

Education is the bedrock of every progressive society. It is the tool through which individuals acquire the knowledge, skills and values necessary to function effectively in the society. At both personal and national levels, education is the gateway to empowerment, economic growth and sustainable development. It improves critical thinking, decision-making, and self-reliance, enabling individuals to overcome life's challenges and contribute to national development.

According to Okoli (2021), education is not just a right but an engine of social mobility and transformation. He argues that when properly harnessed, education becomes a means through which countries eliminate inequality and empower the younger generation. For instance, the expansion of access to quality education in Nigeria has been linked to reductions in youth unemployment and crime rates. He emphasized that education must be relevant, inclusive and supervised effectively at all levels to achieve these goals. One important dimension that determines the effectiveness of education delivery especially at the secondary school level, is the supervisory role played by school administrators.

The administrators, in this case are the principals; they are saddled with frequent tasks in the administration of secondary schools. The position of a principal is an administrative position and is considered to be the highest in the chain of command of power in secondary schools; 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.

For the goals and objectives of the school to be achieved, there is need for better instructors to be a part of the system for a better educational outcome. As a result, the school provides ongoing supervisory support to teachers, ensuring that the quality of instruction in every classroom continually meets established standards. It is a service provided to teachers' with the goal of ensuring the quality of their classroom education. The goal of instructional supervision is to identify areas of work that needs proper improvement while the supervisors' major role is to ensure that high standards are maintained and that the activities of the schools are conducted in line with the rules of teaching. As a supervisor, the principal gives professional supervision to teachers in order to strengthen their competencies for a successful teaching process that benefits students learning outcomes. The school administrator as the instructional leader is entrusted with the responsibility of improving the excellence of instructional delivery through effective supervision of teachers. Administrators play a crucial role in managing the school's resources including finances, facilities and materials. Effective resource management ensures that teachers have the necessary tools and support to perform their jobs effectively. To support this, Taylor and Anderson (2024) stated that adequate resource allocation and efficient management by administrators are essential for creating a conducive learning environment and supervision is vital to achieve such feat.

The concept of supervision according to Glickman, Gordon and Ross-Gordon (2021) are the actions taken to mentor and monitor subordinates or teachers and provide supportive and constructive feedback 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. According to Carter (2023) the supervisory skills listed are effective communication skills, performance evaluation skills, conflict resolution skills and team building skills.

Effective communication skill is a supervisory technique that involves a clear, concise and accurate exchange of information between individuals or groups which includes verbal, non-verbal and written communication skills (Robbins and Judge, 2021). The basic elements of this skill includes active listening by fully concentrating on the speaker's words and intent, using simple direct language for clarity and conciseness purposes and providing a clear feedback by ensuring that the message passed across is understood. In schools with active supervision, communication is more structured teachers are coached on how to manage classroom dialogue, provide constructive feedback to students, and engage parents effectively. Where this is lacking, misunderstandings and information gaps are common and all this weakens the educational process. Another skill that is essential in the school system is performance evaluation skills.

Performance evaluation skills is another aspect of administrators supervisory skills. According to Armstrong (2020), Performance management refers to a continuous process whereby instructors set specific goals and assess progress by establishing SMART (Specific, measurable, achievable, relevant, time-bound) objective skills to meet current and emerging demands of teaching profession and evaluate progress through formal reviews from the school administrator. Performance evaluation skills also suffer significantly in environments with weak supervisory structures. However, in many public schools in Aba South LGA performance evaluation is either sporadic or completely absent. School heads rarely conduct formal classroom observations or performance reviews, meaning teachers do not receive the guidance or motivation needed to refine their practices. Another supervisory skill is conflict resolution skill.

Conflict resolution skills is one of the supervisory skills needed in the school. According to Coleman, Deutsch and Marcus (2021), conflict resolution skills focuses on how teacher's address

disagreements among students effectively with the aim of maintaining a productive and harmonious teaching environment by identifying the root cause of underlying issues and problems by negotiating and finding mutual beneficial solutions to resolve the case among the parties involved. Conflict resolution skills are underutilized or poorly developed when supervisory support is absent; In schools where the leadership does not model or enforce conflict management processes, teachers are left to handle disputes independently often without the necessary training or authority which can worsen situations that requires timely supervisory intervention or mediation. Another aspect of supervisory skills is team building skills.

Team building is a supervisory skill that is important for the effective job performance of teachers and this skill is also required in the school system for adequate functioning of teaching and learning experience. West (2022) referred to team building skills as how a teacher creates a conducive learning environment by fostering trust, collaboration, mutual respect among colleagues, building interpersonal relationships by organizing team activities to strengthen bonds, fostering collaboration and encouragement of teamwork through shared tasks. This skill may be stifled in environments where there is no encouragement from school leadership in order to encourage collaborative activities.

Teachers' job performance therefore involves the overall ability of the teacher to exhibit the right attitude to work, be committed and dedicated to their teaching roles while making deliberate efforts towards the achievement of educational goals and objectives. Teacher job performance is significantly impacted by the administrative support they receive including access to resources and opportunities for professional growth (Eze, 2024). The indicator of teacher's job performance is evaluated in his or her ability to make deliberate efforts to enhance student's academic performance, possession and display of in-depth knowledge of his or her subject matters.

The role of school administrators in ensuring the effectiveness of teaching and learning in public secondary schools cannot be overemphasized. One of the key responsibilities of administrators is supervision, which helps in monitoring, guiding and improving teachers' job performance. Supervision in the educational sector involves the use of various skills to enhance teacher's effectiveness and productivity. The perceived influence of administrators' supervisory skills on teacher's job performance is an essential area of research as it sheds light on the relationship between leadership strategies and educational outcomes. The success of any educational system therefore, largely depends on the effectiveness of school administration and supervision. In public secondary schools, administrators which includes the principals, vice- principals and heads of departments are responsible for overseeing teacher's instructional methods, lesson planning, student engagement and adherence to educational policies. Their ability to effectively supervise teachers can influence not only the teacher's motivation but also their classroom performance, ultimately affecting student's academic achievement. Many public secondary schools in Aba South LGA of Abia State face several challenges related to teaching performance and these includes: Poor lesson delivery, lack of motivation, low student engagement, inadequate classroom management and inconsistent implementation of supervision policies due to administrative restrictions. All these challenges contributes to declining teacher performance and also affects students learning outcomes. It is against this background issues that the researcher embarked on the study which seeks to answer the research questions.

Purpose of the Study

This study sought to investigate the perceived influence of administrator's supervisory skills on teacher's job performance in public secondary schools in Aba South LGA of Abia State. Specifically, the study investigated:

1. the perceived influence of administrator's effective communication skills on teacher's job performance in public secondary schools in Aba South LGA of Abia State.
2. the perceived influence of administrator's performance evaluation skills on teacher's job performance in public secondary schools in Aba South LGA of Abia State.
3. the perceived influence of administrator's conflict resolution skills on teacher's job performance in public secondary schools in Aba South LGA of Abia State.
4. the perceived influence of administrator's team building skills on teacher's job performance in secondary schools in Aba South LGA of Abia State.

Research Questions

This study seeks to investigate the perceived influence of administrators' supervisory skills on teacher's job performance in public secondary schools in Aba South LGA of Abia State. To achieve this objective, the following research questions guided this study:

1. How does administrators' effective communication skills influence teacher's job performance in public secondary schools in Aba South LGA of Abia State?
2. How does administrators' performance evaluation skills influence teacher's job performance in public secondary schools in Aba South LGA of Abia State?
3. How does administrators' conflict resolution skills influence teacher's job performance in public secondary schools in Aba South LGA of Abia State?
4. How does administrators' team building skills influence teacher's job performance in public secondary schools in Aba South LGA of Abia State?

Method

The study adopted a descriptive survey research design and utilized a census approach, as it allows the researcher to gather information about current perceptions, attitudes, and practices. According to Kumar and Ranjit (2022) when the population is small and well-defined, it is advisable to use the entire population as a sample a method known as a census approach, this eliminates sampling errors and provides more accurate results. The study was carried out in Aba South LGA of Abia State using all the 147 teachers in the 8 government owned public secondary schools in the state. A sample of 147 teachers was used since the total number of teachers falls within a manageable range.

The instrument was developed from various related literature reviewed. PIASSTJP contains two sections grouped into four clusters with six statements on each cluster table. Section A contains the demographic information of the respondents which includes: Name of school, Status of the teacher and position of the teachers while Section B focused on Administrators' Supervisory Skills grouped into six clusters containing each Administrators' Supervisory Skills. The instruments were structured on a four point Likert scale of Very Highly Effective (VHE), Highly Effective (HE), Lowly Effective (LE), Very Lowly Effective (VLE) and weighted 4, 3, 2, and 1.

The instruments were face validated by three experts who are all lecturers. Two from the Department of Educational Management and Policy, one from Educational Foundations all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the Instrument was established using the Cronbach Alpha test to test the internal consistency which yielded a co-efficient of 0.88. The reliability test was conducted during a pre-test involving 147 teachers from public secondary schools in Aba North Local Government Area of Abia State.

Data was collected using the direct administration and retrieval method with the help of two research assistants who are teachers who were briefed on the said purpose. Data collected was analyzed using weighted mean scores to answer the research questions. The point 2.50 was taken as

the cut off; this means that any score above 2.50 was regarded as highly effective and any score below 2.50 was regarded as lowly effective.

Results

Research Question 1: How does administrators' effective communication skills influence teachers' job performance in public secondary schools in Aba South LGA of Abia State?

Table 1: Mean rating of respondents on effective communication skills influence on teachers' job performance in secondary schools in Aba South LGA of Abia State

S/N	STATEMENTS	VHE	HE	LE	VLE	WEIGHTED MEAN	DECISION
1.	My school administrator clearly communicates job expectations to teachers'	81	43	11	12	3.31	Highly Effective
2.	Feedback from my school administrator helps to improve my teaching performance.	79	47	13	10	3.31	Highly Effective
3.	My school administrator communicates school policies clearly.	59	67	11	10	3.19	Highly Effective
4.	Communication from my school administrator is timely to enhance my ability to perform my teaching duties efficiently.	57	77	11	12	3.14	Highly Effective
5.	My school administrator promotes open door policy for easy communication	75	57	11	12	3.26	Highly Effective
6.	Regular communication from my school administrator supports my teaching goals.	67	59	9	12	3.23	Highly Effective
	Cluster Mean					3.31	Effective

From the Table above, it can be seen that items 1-6 attracted mean scores of 3.31, 3.31, 3.19, 3.14, 3.26 and 3.23 respectively. These values falls within the "Effective" category . This implies that teachers perceived that administrators' communication skills such as providing feedback, using proper channels and encouraging open communication positively influence teachers' job performance in public secondary schools in Aba South LGA of Abia State.

Research Question Two: How does performance evaluation skills influences teachers' job performance in public secondary schools in Aba South LGA of Abia State?

Table 2: Mean rating of respondents on performance evaluation skills influence on teachers' job performance in public secondary schools in Aba South LGA of Abia State.

S/N	STATEMENTS	VHE	HE	LE	VLE	WEIGHTED MEAN	DECISIONS
7.	My school administrator sets clear performance targets	73	67	25	10	3.16	Highly Effective
8	My school administrator regularly conducts performance reviews to improve my job effectiveness	55	63	17	12	3.10	Highly Effective
9	I receive regular performance evaluation feedback from my school administrator which contributes to my professional growth.	61	69	21	14	3.07	Highly Effective

Table 2 Contd

S/N	STATEMENTS	VHE	HE	LE	VLE	WEIGHTED MEAN	DECISIONS
10	Feedback from my performance evaluations enhances my productivity.	39	61	13	12	3.02	Highly Effective
11	Poor performance is addressed constructively by my school administrator.	51	77	9	12	3.16	Highly Effective
12	My school administrator monitors my teaching performance in a way that promotes professional improvement.	53	65	17	12	3.08	Highly Effective
	Cluster Mean					3.18	Effective

From the table above, it can be seen that items 6-12 scored mean values of 3.16, 3.10, 3.07, 3.02, 3.16 and 3.08 respectively. These values falls within the "Effective" range. This implies that administrators' performance monitoring, supervision and provision of feedback are perceived to have a positive influence on teachers' job performance.

Research Question Three: How does conflict resolution skills influence teachers' job performance in public secondary schools in Aba South LGA of Abia State?

Table 3: Mean rating of respondents on conflict resolution skills influence on teachers' job performance in public secondary schools in Aba South LGA of Abia State.

S/N	STATEMENTS	VHE	HE	LE	VLE	WEIGHTED MEAN	DECISION
13	My school administrator is skilled at resolving conflicts among staff members fairly.	75	53	9	14	3.25	Highly Effective
14	My school administrator encourages peaceful dialogues while settling disputes	57	69	9	14	3.13	Highly Effective
15	Conflict resolution positively improves our working atmosphere	59	57	13	14	3.13	Highly Effective
16	My school administrator maintains neutrality when handling conflicts	51	73	11	12	3.11	Highly Effective
17	Conflicts among staffs are managed by my school administrator in a way that reduces stress levels	69	57	11	12	3.27	Highly Effective
18	The conflict resolution strategies used by my school administrator improves my productivity.	63	55	17	12	3.14	Highly Effective
	Cluster Mean					3.17	Effective

From the table above, it is evident that items 13-18 scored mean values of 3.25, 3.13, 3.13, 3.11, 3.27 and 3.14 respectively. These scores are also within the "Effective" category. This implies that teachers perceive administrators' conflict resolution skills as helpful in maintaining peace, fairness and improving teachers' job performance.

Research Question Four: To what extent does team building skills influence teacher's job performance in secondary schools in Aba South LGA of Abia State?

Table 4: Mean rating of respondents on team building skills influence on teacher's job performance in public secondary schools in Aba South LGA of Abia State.

S/N	STATEMENTS	VHE	HE	LE	VLE	WEIGHTED MEAN	DECISION
19	My school administrator encourages team collaboration among staff members	77	51	7	10	3.29	Highly Effective
20	When teachers are involved in decision making it improves my job effectiveness	85	43	7	10	3.35	Highly Effective

Table 4 Contd.

S/N	STATEMENTS	VHE	HE	LE	VLE	WEIGHTED MEAN	DECISION
21	Collaborative efforts encouraged by my school administrator helps me perform better in my teaching assignments	65	68	14	0	3.34	Highly Effective
22	Team work initiatives by my school administrator enhances my effectiveness as a teacher	63	64	13	7	3.24	Highly Effective
23	Team building activities organized by my school administrator fosters positive collaboration	59	57	22	9	3.12	Highly Effective
24	My school administrator promotes unity among staff members which enhances my teaching outcomes.	78	60	9	0	3.46	Highly Effective
	Cluster Mean					3.3	Effective

From the Table above, items 19-24 recorded mean values of 3.29, 3.35, 3.34, 3.24, 3.12 and 3.46 respectively. These values also falls within the "Effective" category. This suggests that teachers believe, team building facilitated by school administrators' improves morale, collaboration and their overall job performance.

Discussions of Findings

Effective Communication Skills: The findings show that communication skills had a high cluster mean of (3.31) indicating a strong and consistent agreement among respondents. This suggests that effective communication between administrators and teachers enhances instructional clarity, motivation, and collaboration. According to Robbins and Judge (2021), effective communication is the process by which information is exchanged and understood by two or more parties, usually with the intent of motivating or influencing behavior. In their view, effective communication is fundamental to every managerial function and is especially critical for school administrators. Principals must be proficient in encoding and decoding messages, providing feedback, and adjusting their communication style depending on the context and the stakeholders involved. Robbins and Judge emphasized that communication is not only a tool for information dissemination but also an instrument for relationship building, conflict management, and performance evaluation.

Performance Evaluation Skills: The performance evaluation skill domain yielded a cluster mean of 3.18. Respondents generally agreed that setting expectations, giving constructive feedback and monitoring teachers' work contributes to improved performance. Supporting this Armstrong (2020) described performance evaluation as a strategic and integrated approach to improving organizational effectiveness by developing the performance of individuals and teams. Effective principals use performance data to make instructional improvements, promote accountability and identify areas needing professional development. Armstrong stressed that performance management is not a punitive tool but a developmental one that aligns individual staff goals with institutional objectives. By using this skill school administrators' can monitor and promote teaching staffs based on merit,

skill and competencies giving room for professional growth, learning and development and removes biased judgements based on personal preferences and choices.

Conflict Resolution: With a cluster mean of 3.17, the responses reflect consistent agreement that administrators who resolve conflicts fairly create a peaceful work environment. This improves concentration and reduces workplace tension. Supporting this, Usman (2022) stressed the need for principals to be knowledgeable and experienced in selecting appropriate conflict management strategies. Usman observed that conflicts among staff, students, and parents are inevitable in schools, but what determines a school's overall stability is the principal's skill in handling such disputes. Principals who resort to dialogue, arbitration, and restorative justice practices are more likely to sustain peace and cooperation in their schools.

Team Building: The team building domain had a cluster mean of 3.3 indicating that school leaders who encourage team participation and group problem-solving boost teacher morale and encourage peer support. According to West (2022), team building is not a one-time event but a continuous process of creating a shared vision, cultivating interdependence, and aligning roles within an organization. In the school environment, effective team building promotes collaboration among teachers, administrative staff, and even students. West emphasized that principals must establish clear goals, promote open communication, and recognize individual and group efforts to build strong, cohesive teams that drive academic and organizational success.

Conclusion

The findings of this study conclude that administrators' supervisory skills significantly influence teachers' job performance in public secondary schools. All six supervisory skill domains like effective communication skills, performance evaluation skills, conflict resolution skills and team building skills showed high agreement from respondents regarding their positive impact on instructional outcomes and staff morale. These results underscore the need for enhanced administrative support and supervisory training to maintain and improve teacher effectiveness.

Recommendations

Training and Capacity Building: Government and education boards should organize regular workshops for school administrators' on effective supervisory techniques, especially in communication and decision-making. This can be achieved by conducting refresher workshops at the beginning of every school session.

Strengthen Performance Management: the Ministry of Education, should set up evaluation systems aimed at improving and ensuring regular feedback and also set realistic target-setting goals that support teachers' professional growth.

Conflict Mediation Policies: the School management and the government should develop clear conflict resolution guidelines and train administrators' in emotional intelligence to manage staff disputes constructively.

Promote Team Culture: Administrators' should initiate regular team-building exercises and collaborative activities that boost morale and cooperation among teachers.

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