

ADMINISTRATORS' SUPERVISORY SKILLS AND TEACHERS' JOB PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN ILORIN METROPOLIS, KWARA STATE

BY

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Abstract

Administrators' supervisory skills have enabled the school principals to work towards the attainment of educational goals with the support of teachers' job performance. Therefore, this study investigated the relationship between administrators' supervisory skills and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State. The objectives of the study were to: (i) examine administrators' supervisory skills in public senior secondary schools in Ilorin Metropolis, Kwara State; (ii) determine the level of teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State; and (iii) investigate the relationship between administrators' supervisory skills and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State. The research design was descriptive survey of the correlational type. Proportional sampling technique using Research – Advisors (2006) sample size was adopted to select 365 teachers and all the 45 school principals in public senior secondary schools in Ilorin Metropolis. Therefore, 350 respondents were used for study comprising of school teachers and principals. Two set of instruments were used for this study and entitled Administrators' Supervisory Skills Questionnaire and Teachers' Job Performance Questionnaire. The instruments were validated by three experts in the Department of Educational Management and Counselling. Two research questions were raised for the study and answered using descriptive statistics of frequency, percentage, mean scores and standard deviation. The main research hypothesis and four operational research hypotheses formulated were tested using inferential statistics of Pearson product moment correlation statistic at 0.05 level of significance. The findings of this study were; all the administrators' supervisory skills were adopted by principals in public senior secondary schools in Ilorin Metropolis, Kwara State, The level of teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State was moderate. There was significant relationship between administrators' supervisory skills and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State (p -value .000 < significant level .05). There was significant relationship between administrators' financial supervisory skill and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State (p -value .000 < significant level .05). Significant relationship existed between administrators' physical facilities supervisory skill and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State (p -value .000 < significant level .05). There was significant relationship between administrators' interpersonal relationship skill and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State (p -value .000 < significant level .05). Based on these findings, it was recommended among others that administrators must endeavour to keep a high level of professional spirit and good moral standard of the schools in order to adopt their administrative skills to situations by sustaining good working environment for teachers and other staff in their schools. Administrators should ensure that they are diligent and honesty in financial supervisory towards the school effectiveness.

Introduction

Supervision has long been regarded as an essential part of school administration. It is a concept that is common to all professions and occupations. It also plays a crucial role in the school system. The supervisory skills employed by principals have far reaching implications for teachers' job performance. Observations have shown that in secondary school today, most especially in Kwara State, many principals are not paying adequate attention to supervision as they

ought to. Some principals are more concerned with their administrative duties such as attending meetings, attending to mails, receiving visitors among others while their professional responsibility is being neglected. Many of the school principals are inexperienced in supervision and this affects teaching. Many teachers from observation hardly write lesson notes or lesson plan. Many play truancy from schools and all these problems stemmed out because principals do not adequately supervise their teachers as expected, hence a dwindling job performance on the part of the teachers. The supervisory skills of school administrators go a long way in influencing the productivity of his or her subordinate. The importance of school principal in school management cannot be over emphasized. School principal is in a sensitive position to promote school improvement and school principal is the closest supervisor to both the teachers and the students with effective use of administrators' supervisory skills.

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). Adepoju (2018) had proposed that just as performance should be goal oriented, so should supervision and evaluation. Adepoju (2018) further argued that the goal of the 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.

The quality of educational administrators, teachers, and learners in any nation determines the quality of its citizenry. Through education, skills are acquired and this enables a country to develop. To be able to effectively provide education, there is need to ensure that educational system is reliable. Among the different personnel working for improved quality of education are school supervisors. The kind of relationship that can best support the supervisory role in the school is often difficult to develop and maintain. The reason for this is pinned to the diversity of human behaviour in the organization setting (Zinth, 2010). Efficient and effective utilization of the limited resources is therefore a prerequisite to the maintenance of standards and achievement of goals. Instructional supervision as a functional domain in school administration needs some of these scarce resources in order for it to discharge its responsibilities toward goal attainment (Onwuakpa, 2010).

Olagboye (2014) defined administrators' supervisory skills as the art of being in charge of a group of teachers and as well responsible for ensuring that they do their teaching job properly. Administrators' supervisory skills are processes that are common to all professions and occupations. According to Olagboye (2014), administrators' supervisory skills are the practice of monitoring the performance of school staff, using befitting and amicable techniques to ameliorate identified flaws among staff thereby improving on their performance and increasing the standard of school. 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 and the personal performance of individual members. According to Okeniyi (2015), teachers' job performance is a function of ordinate or superior behaviour and this is usually affected by the way and manner subordinate perceive the behaviour of his superior regardless of the superior actual intended behaviour. The authoritarian supervisory skills of school administrators which tend to reduce workers satisfaction and productivity, and the democratic supervisory technique which emphasizes group dynamic and improves productivity. Therefore, any of these skills employed by a leader will determine his or her supervisory effectiveness.

Work that human organization requires leadership and effective supervision and it calls for building morale and co-operation, using sound techniques, basing decisions on a sound knowledge of human nature and developing the ability and willingness to delegate (Allis, 1990). Therefore, the study examined administrators' supervisory skills and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State.

Statement of the Problem

Many of the principals of senior secondary schools in Ilorin Metropolis are not paying adequate attention to supervision as they ought to. Many of them are more engrossed in their administrative duties, rather than professional responsibility. Thus, teachers are not committed to teaching and in turn possess negative impact on the teachers' job performance as well as the academic performance of the students. One of the problems that hinders supervision is that much of the administrators' time is wasted on keeping records, filling in forms, submitting returns and plans for the benefit of school management. This makes the administrators' supervision inefficient of time to do the real supervisory work. The behaviour of teachers and students towards the teaching and learning process in schools nowadays makes one to reconsider what has been the state of supervision in the schools in the country. The opinion of the public seems to indicate that the teachers' job performance in schools leaves much to be desired and these lapses are often blamed on absence of effective supervision. Even though other factors might contribute to the poor performance of teachers, ineffective administrators' supervisory skill plays a key role. On the other hand, among the factors influencing poor administrators' supervisory skills is lack of relevant training programmes for principals, scarcity of experienced supervisors in school-based supervision activities, lack of supervision manuals in schools and shortage of allocated budget for supervisory activities.

Many researchers have worked on administrators' supervisory skills such as Ebirim (2012) conducted a study on the extent of supervision of instruction in Federal Government College (FGC) in Imo State and Enugu State. Kolawole (2012) carried out a comparative study of instructional supervision roles in secondary school principals and inspectors of the Ministry of Education in Lagos State and Nkwoh (2011) carried out a study on analysis of administrative supervisory roles of principals in private secondary schools in Aba Education Zone of Abia State. These previous studies have further justified existence of carrying out a study on this present study. The present study therefore sought to investigate administrators' supervisory skills and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State as the missing gap filled from the previous studies.

Purpose of the Study

The main purpose of this study was to examine administrators' supervisory skills and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State. Other purposes were to:

1. examine administrators' supervisory skills in public senior secondary schools in Ilorin Metropolis, Kwara State;
2. determine the level of teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State; and
3. investigate the relationship between administrators' supervisory skills and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State.

Research Questions

Two research questions were raised to guide the conduct of this study

1. What are the administrators' supervisory skills in public senior secondary schools in Ilorin Metropolis, Kwara State?
2. What is the level of teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State?

Research Hypothesis

H₀: There is no significant relationship between administrators' supervisory skills and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State.

- H01:** There is no significant relationship between administrators' financial supervisory skill and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State.
- H02:** There is no significant relationship between administrators' physical facilities supervisory skill and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State.
- H03:** There is no significant relationship between administrators' instructional supervisory skill and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State.
- H04:** There is no significant relationship between administrators' interpersonal relationship skill and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State.

Conceptual Review

Concept of Administrators' Supervisory Skills

Administrators' supervisory skills are the ability of the principals to monitor and harmonise activities in the schools to enhance effective teaching and learning. This involves checking records to ensure that things are working according to plan, going round the classrooms to know if teachers are teaching their subjects accordingly, inspecting the school compound to see that things are in order and ensuring both staff and students are in the right track among others. In every organisation, it is superior officer who directs and monitors what the subordinate does to ensure that a set standard is obtained. Educational system has a set of goals that should be achieved. It becomes necessary for the principals to supervise, observe, and monitor what the teachers and students are doing to ensure the achievement of set goals and standard (Oleforo, 2014). The place of the supervisory skill of the administrators in the smooth running of the schools can therefore enhance students' academic performance.

Supervisory skills are generally acceptable means of enhancing improvement of instruction. It helps in creating a more conducive relationship between the leader (principal) and his subordinates (teachers) and also provides evidence upon which good assessment can be achieved. It also helps the new teacher to understand the purpose of establishing the school. Supervision is concerned with total teaching and learning process. Supervision is the practice of monitoring the performance of school staff for further improvement on their job, thereby increasing the standard of schools and achieving educational achievement of students (Nkem, 2011). Adepoju (2018) pointed out that supervisory skill is an interaction between at least two persons for the improvement of an activity. It is the process of bringing about improvement in instruction by working with people who are with students. It has also been described as a process of stimulating growth and a means of helping teacher to help them. Administrators' supervisory skill is therefore a vital process and a combination of activities, which is concerned with the teaching and improvement of teaching and learning environment in order to promote effective teacher performance and learning in the school system. Supervision is also a constant and continuous process of personal guidance based on frequent visits to a school to give concrete and constructive advice and encouragement to teachers in order to improve the teaching and learning situation in the school. On such visits, attention is paid to certain aspects of the school (Adeniyi, 2015).

Ogunsaju (2003) enumerated eight reasons for supervising schools. These are: to know the performance of the teacher recruited to teach in the school system; to determine whether a teacher should be transferred, promoted, retained or dismissed; to improve the incompetent teachers; to discover special abilities or qualities possessed by teachers in the schools; to provide a guide or staff development, to know the effectiveness of classroom management by the teacher; to know the directions of the school; and to assess the 'tone' of the school and identify some of its most urgent needs. A school administrator otherwise known as the principal is the person saddled with the task of overseeing what goes on in the school. It is because of the administrative role of the principal that the National Policy on Education (FRN, 2013) specifies that principals will work towards humanizing the excellence of secondary education by giving supports to measures that will ensure effective administration. Principals are therefore required to put in their best in performing their duties as administrators of schools. Ezeocha (2010) viewed administrator as involving in the planning and organization of activities and resources, aimed at the goals of an organization. As pronounced by Ezeocha, these activities include planning, organization, coordination and control of human and material resources towards attainment of pre- determined goals. School administrators need to offer highly valued, insights into their daily styles that foster

an environment, which is supportive of high teacher's performance. These roles are categorized in developing personnel and facilitating responsible leadership responsible delegation and empowering team, recognizing ultimate accountability, communicating, facilitating instruction and managing change. This is because according to Ozigi in Ezeocha (2015), the school works revolve around the administrative and the school reputation depends on him. He can make or mar the school; the school projects his own image". The administrative role of the principal includes the use of monetary and material possessions coupled with human resources to accomplish the purpose of establishing school system.

Concept of Teachers' Job Performance

Job performance can be seen as execution, conduct, compliance or conformity with stated decisions or directives issued by a super-ordinate or demanded by a job. This shows that performance of any job must be according to the pattern set performing such tasks (Casting, 2016). Ajilabi (2000) opined that teacher job performance is a judicious devotion and dedication to the achievement of standard within and outside the school setting. Chandrasekar (2011) discovered that workplace environment impacts on teachers' job performance positively and negatively and if the environment is tense the teachers get demotivated and their performance is also affected. Therefore, poorly designed work patterns, unsuitable authorities, lack of appreciation and lack of personal decision making have great adverse effect on teacher job performance. According to Cambell (2015), teacher job performance can be seen as an individual level variable or something a single person does. Therefore, an employee's performance is determined during job performance interviews. Cambell (2015) purposed factor model of performance based on factor analytic research that attempts to capture dimension of job performance existent across all jobs.

Onyeachu (2006) stated that teachers' job performance has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation The influence of teachers' teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies Poor academic performance of students in Nigeria has been linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation (Ofoegbu, 2004). It has also been observed that conditions that would make for effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in public secondary schools in Nigeria are poor.

According to Oredein (2010), other factors that may contribute to teachers' job performance include; relationship between the students and the teacher; teachers' teaching experience and qualifications. The prevailing conditions would definitely show a negative or positive influence on the instructional quality in public schools, which may translate to either good or poor academic performance, attitude and values of secondary school students. Ijaiya (1998) concurred that improving the quality of the teaching force in schools is the key to raising student achievement, consequently. To this end, Blankstein, (2006) had stated that students' grades and test scores are not good indicators of the quality of teachers' instruction. In support of this view, a study carried out in Nigeria by Joshua and Kritsonis (2006) showed that Nigerian teachers condemn the use of student achievement scores as indicators of teachers' competence, performance or effectiveness.

Methodology

The appropriate research design adopted for this study was descriptive survey of the correlational type. This is because the study tried to explain the relationship between the two variables.. Thus, population for this study comprised all 6750 teachers and 45 school principals in the 45 public senior secondary schools in Ilorin Metropolis, Kwara State respectively. Purposive sampling technique was used to sample 365 teachers and all the 45 school principals was selected for participation in this study. The procedure that was used to select sample for the study was proportional sampling technique using Research – Advisors (2006) sample size determination. Administrators’ Supervisory Skills Questionnaire (ASSQ) and Teachers’ Job Performance Questionnaire (TJPQ) were used to collect data for this study from the respondents. The instrument was designed based on the indicators of the variable. The coefficient of Administrators’ Supervisory Skills Questionnaire (ASSQ) and Teachers’ Job Performance Questionnaire (TJPQ) was 0.65 and 0.68 indicating that the two instruments were reliable for data collection. The research questions raised for the study were answered using descriptive statistics of mean and standard deviation. The research hypotheses formulated were tested using inferential statistics of Pearson Product Moment Correlation statistic at 0.05 level of significance. Pearson Product Moment Correlation statistic was used in order to determine the relationship between the two variables.

Descriptive Analysis of Research Questions

Research Question 1: What are the administrators’ supervisory skills in public senior secondary schools in Ilorin Metropolis, Kwara State?

Table 1
Mean Ratings and Standard Deviations of Administrators’ Supervisory Skills in Public Senior Secondary Schools in Ilorin Metropolis, Kwara State

S/N	Administrators’ Supervisory Skills	Mean	SD	Decision	Ranking
1	Administrators’ financial supervisory skill	15.63	2.17	Accepted	1 st
2	Administrators’ physical facilities supervisory skill	15.02	2.20	Accepted	2 nd
3	Administrators’ instructional supervisory skill	14.48	2.19	Accepted	4 th
4	Administrators’ interpersonal relationship skill	14.49	2.97	Accepted	3 rd

Source: Field Work, 2022

Table 1 shows the mean ratings and standard deviations of administrators’ supervisory skills in public senior secondary schools in Ilorin Metropolis, Kwara State. The items had mean ratings of 15.63, 15.02, 14.48 and 14.49 respectively. The standard deviations of 2.17, 2.20, 2.19, and 2.97 respectively. The analysis implies that the mean ratings of these items are greater than 2.50 bench mark mean which was all accepted. Administrators’ financial supervisory skill was ranked 1st with the mean of 15.63 and administrators’ physical facilities supervisory skill was ranked 2nd with the mean of 15.02 respectively. This by implication shows that, those items are administrators’ supervisory skills adopted by principals in public senior secondary schools in Ilorin Metropolis, Kwara State.

Research Question 2: What is the level of teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State?

Table 2

Mean Ratings and Standard Deviations of Level of Teachers' Job Performance in Public Senior Secondary Schools in Ilorin Metropolis, Kwara State

S/N	Preparation of Lesson Plan	Mean	SD	Decision
1	My teachers' preparation of lesson plan before coming to classroom	2.56	.624	Accepted
2	Making reference to previous topic before the new one by my teachers	2.09	.633	Rejected
3	presentation of topic content logically and clearly by my teachers	2.24	.743	Rejected
4	My teacher's lesson delivery for students' participation	2.31	.468	Rejected
5	Involvement of students actively in the lesson by my teachers	2.20	.661	Rejected
	Average Mean	2.28	.626	Rejected
	Teaching Methods	Mean	SD	Decision
1	High standard of teaching and a high quality of teaching of my teachers	2.33	.477	Rejected
2	New ideas with modern method of teaching of my teachers	2.49	.589	Rejected
3	Subject matter towards teaching profession of my teachers	1.98	.783	Rejected
4	Enthusiastic and committed to manage class effectively while teaching	2.31	.633	Rejected
5	The subject matter before teaching students in the class of my teaching staff	2.18	.490	Rejected
	Average Mean	2.26	0.594	Rejected
	Appropriate Use of Instructional Materials	Mean	SD	Decision
1	Using of teaching aids for all lessons by my teachers	2.18	.490	Rejected
2	My teachers' improvisement teaching aids for students' improvement	2.27	.580	Rejected
3	Use of appropriate instructional materials for students irrespective of subjects taught	2.18	.576	Rejected
4	Developing professional skill which includes the production of instructional materials for teaching students by my teachers	2.20	.625	Rejected
5	teaching students without the use of appropriate instructional materials for each subject by my teachers	2.29	.661	Rejected
	Average Mean	2.22	.586	Rejected
	Record Keeping	Mean	SD	Decision
1	Academic records of students available for inspection when demanded for scrutiny by education authorities	2.20	.661	Rejected
2	Keeping the comprehensive details of personal and academic background of all students enrolled by my teachers	2.24	.570	Rejected
3	Retrieving the admission record of students by my teachers	2.18	.684	Rejected

4	Promoting and ensuring the detailed information regarding the entry and exit of each student by my teachers	2.20	.588	Rejected
5	Monitoring the class attendance of the number of students present in the classroom by my teachers	2.18	.834	Rejected
Average Mean		2.2	.667	Rejected

Source: Field Work, 2022

Table 2 shows the mean ratings on the level of teachers’ job performance in public senior secondary schools in Ilorin Metropolis, Kwara State. The average mean of preparation of lesson plan was 2.28 with the standard deviation of .626, teaching method was 2.26 with the standard deviation of .594, appropriate use of instructional materials was 2.22 with the standard deviation of .586 while record keeping was 2.2 with the standard deviation of .667 respectively. The analysis implies that the mean ratings of these items are less than 2.50 but closer to the bench mark mean on the basis of its responses which were high, moderate and low. This by implication shows that, the findings indicated that, the level of teachers’ job performance in public senior secondary schools in Ilorin Metropolis, Kwara State was moderate.

Hypotheses Testing and Discussion of Findings

One main hypothesis and four operational hypotheses were generated and tested for the study using inferential statistics of Pearson Product Moment Correlation statistic at 0.05 level of significance.

Main Hypothesis

Ho: There is no significant relationship between administrators’ supervisory skills and teachers’ job performance in public senior secondary schools in Ilorin Metropolis, Kwara State.

Table 3: Administrators’ Supervisory Skills and Teachers’ Job Performance

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Administrators’ Supervisory Skills	350	59.62	9.53				
				348	.878	.000	Ho Rejected
Teachers’ Job Performance	350	59.63	7.35				

P<0.05

Table 3 shows that the p-value (.000) was less than the significant level at (0.05) for 348 degrees of freedom with the calculated r- value of .878. Therefore, the null hypothesis which states that there is no significant relationship between administrators’ supervisory skills and teachers’ job performance in public senior secondary schools in Ilorin Metropolis, Kwara State was rejected. This suggests that there was significant relationship between administrators’ supervisory skills and teachers’ job performance in public senior secondary schools in Ilorin Metropolis, Kwara State. This implies that administrators’ supervisory skills have good impact on the level of teachers’ job performance.

Operational Hypotheses

Ho1: There is no significant relationship between administrators’ financial supervisory skill and teachers’ job performance in public senior secondary schools in Ilorin Metropolis, Kwara State.

Table 4
Administrators’ Financial Supervisory Skill and Teachers’ Job Performance

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Administrators’ Financial Supervisory Skill	350	15.63	2.17				
				348	.671	.000	Ho1 Rejected
Teachers’ Job Performance	350	59.63	7.35				

***P* < 0.05**

Table 4 shows that the p-value (.000) was less than the significant level at (0.05) for 348 degrees of freedom with the calculated r- value of .671. Therefore, the null hypothesis which states that there is no significant relationship between administrators’ financial supervisory skill and teachers’ job performance in public senior secondary schools in Ilorin Metropolis, Kwara State was rejected. This suggests that significant relationship existed between administrators’ financial supervisory skill and teachers’ job performance in public senior secondary schools in Ilorin Metropolis, Kwara State. This means that effective supervision of school funds has influence on the level of teachers’ job performance.

Ho2: There is no significant relationship between administrators’ physical facilities supervisory skill and teachers’ job performance in public senior secondary schools in Ilorin Metropolis, Kwara State.

Table 5
Administrators’ Physical Facilities Supervisory Skill and Teachers’ Job Performance

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Administrators’ Physical Facilities Supervisory Skill	350	15.02	2.20				
				348	.794	.000	Ho2 Rejected
Teachers’ Job Performance	350	59.63	7.35				

***P* < 0.05**

Table 5 shows that the p-value (.000) was less than the significant level at (0.05) for 348 degrees of freedom with the calculated r- value of .794. Therefore, the null hypothesis was rejected. This shows that there was significant relationship between administrators’ physical facilities supervisory skill and teachers’ job performance in public senior secondary schools in Ilorin Metropolis, Kwara State. This indicates that effective supervision of school physical

facilities by the school administrators improves the level of teachers' job performance through effective teaching and learning process.

H03: There is no significant relationship between administrators' instructional supervisory skill and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State.

Table 6
Administrators' Instructional Supervisory Skill and Teachers' Job Performance

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Administrators' Instructional Supervisory Skill	350	14.48	2.19				
				348	.815	.000	H03 Rejected
Teachers' Job Performance	350	59.63	7.35				

P<0.05

Table 6 shows that the p-value (.000) was less than the significant level at (0.05) for 348 degrees of freedom with the calculated r- value of .815. Therefore, the null hypothesis which states that there is no significant relationship between administrators' instructional supervisory skill and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State was rejected. This shows that there was significant relationship between administrators' instructional supervisory skill and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State This indicates that adequate supervision of school instructions by the school administrators improves the teaching and learning process as well as students' participation in the class.

H04: There is no significant relationship between administrators' interpersonal relationship skill and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State.

Table 7: Administrators' Interpersonal Relationship Skill and Teachers' Job Performance

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Administrators' Interpersonal Relationship Skill	350	14.49	2.97				
				348	.797	.000	H04 Rejected
Teachers' Job Performance	350	59.63	7.35				

Note:

P>0.05

Table 7 shows that the p-value (.000) was less than the significant level at (0.05) for 348 degrees of freedom with the calculated r- value of .797. Therefore, the null hypothesis which states that there is no significant relationship between administrators' interpersonal relationship skill and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State was rejected. This shows that there was significant relationship between administrators' interpersonal relationship skill and teachers' job performance in public senior secondary schools in Ilorin Metropolis,

Kwara State This indicates that when the school administrators have good rapport with their teachers, the level of teachers' job performance will be enhanced.

Discussion of Findings

The findings of research question one indicated that the mean ratings of these items are greater than 2.50 bench mark mean which was all accepted. The result shows that all the administrators' supervisory skills were adopted by principals in public senior secondary schools in Ilorin Metropolis, Kwara State. This conforms to the findings of Bricker (2017) stating that school principal is in a sensitive position to promote school improvement and school principal is the closest supervisor to both the teachers and the students with effective use of administrators' supervisory skills. This finding agrees with the findings of Adepoju (2009) who agreed that the goal of the supervision and evaluation is to enhance quality control and efficiency of the system. Oleforo (2014) stated that it becomes necessary for the principals to supervise, observe, and monitor what the teachers and students are doing to ensure the achievement of set goals and standard.

The findings of research question two revealed that, the level of teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State was moderate. This finding is in line with that of Okeniyi (2015), teachers' job performance is a function of ordinate or superior behaviour and this is usually affected by the way and manner subordinate perceive the behaviour of his superior regardless of the superior actual intended behaviour. Ajilabi (2000) found that teacher job performance is a judicious devotion and dedication to the achievement of standard within and outside the school setting. Cambell (2015) agreed that teacher job performance can be seen as an individual level variable or something a single person does.

The findings of main hypothesis revealed that there was significant relationship between administrators' supervisory skills and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State. The statistical analysis of the main hypothesis tested and showed that p-value (.000) is less than significant level (.05) with the calculated r- value of .878 which is greater than the critical r- value of .195. This finding supports the view of Aderounmu and Aina (2016) stating that administrators' supervisory skills are 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. The findings of Olagboye (2014) agreed with this finding that; administrators' supervisory skills as the art of being in charge of a group of teachers and as well responsible for ensuring that they do their teaching job properly. Olagboye (2014) also concluded that administrators' supervisory skills are the practice of monitoring the performance of school staff, using befitting and amicable techniques to ameliorate identified flaws among staff thereby improving on their performance and increasing the standard of school.

The findings of hypothesis one revealed that there was significant relationship between administrators' financial supervisory skill and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State. The statistical analysis of the hypothesis one tested and showed that p-value (.000) is less than significant level (.05) with the calculated r- value of .671 which is greater than the critical r- value of .195. Watson and Robinson (2013) agrees with the finding that, financial situations, making financial decisions, setting financial objectives, formulating financial plans to attain those objectives and providing effective systems of financial control to ensure progress towards the set objectives of secondary education. This finding is in line with the findings of Andrew and Gallagher (2014) that; financial supervisory skill of administrators is concerned with analysis, decision-making, planning and control of secondary school activities through effective teachers' job performance. McKinney (2014) conforms to the finding that, financial supervisory skill of administrators includes not only financial activities and processes, but also management activities, with both processes depending on the financial administrative system.

The findings of hypothesis two revealed that significant relationship existed between administrators' physical facilities supervisory skill and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State. The statistical analysis of the hypothesis two tested and showed that p-value (.000) is less than significant level (.05)

with the calculated r - value of .794 which is greater than the critical r - value of .195. This finding agrees with the findings of Ebenezer (2014) that, school facilities are as the entire school plant which school administrators, teachers and students' harness, allocate and utilize for the smooth and efficient management of any educational institution, for the main objective of bringing about effective and purposeful teaching and learning experience. This finding corroborates with the findings of Ajayi (2011) that, administrators' physical facilities supervisory skill includes the classrooms, libraries, technical workshops, laboratories, teachers' quality, school management, teaching methods, peers, etc are variables that improve teachers' job performance. Oluchukwu (2000) agrees with this finding that, characteristics of physical facilities have good effect upon the academic performance of students through teachers' job performance.

The findings of hypothesis three revealed that there was significant relationship between administrators' instructional supervisory skill and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State. The statistical analysis of the hypothesis three tested and showed that p -value (.000) is less than significant level (.05) with the calculated r - value of .815 which is greater than the critical r - value of .195. This finding agrees with the findings of Onwuakpa (2010) who concluded that instructional supervision as a functional domain in school administration needs some of these scarce resources in order for it to discharge its responsibilities toward goal attainment. Raw (2013) found that the use of instructional resources enhances the learning achievement through effective teaching job of teachers. Quddus (2010) emphasized that the use of audio-visual aids can revolutionize teaching and can help to decrease forgetting and increase the permanence of what is taught in the class by teachers. The finding conforms to Ikerionwu (2010) who stated that instructional supervisory skill of administrators as objects or devices, which help the teacher to make a lesson effectively to the students.

The findings of hypothesis four revealed that there was significant relationship between administrators' interpersonal relationship skill and teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State. The statistical analysis of the hypothesis four tested and showed that p -value (.000) is less than significant level (.05) with the calculated r - value of .797 which is greater than the critical r - value of .195. This finding agrees with the findings of Ikenyiri (2007) who agrees that interpersonal relationship skill with the subordinates as it has been found that rapport between staff and administration is positively related to the students' achievement through effective teachers' job performance. This finding is in line with the findings of Orubuloye (2016) that, the absence of administrators' interpersonal relationship skill will possibly reinforce undesired behaviour and affects teachers' feeling and result in confusion and dissatisfaction. Palsey (2013) concluded that interpersonal relationship skill gives teachers the opportunity of expressing their feelings and also serves as medium of resolution conflicts, reducing tension and refining direction for individuals, it serves as motivational function of encouraging achievement in subordinates. The finding corroborates with the view of Davis (2012) that, administrators' interpersonal relationship skill is the ability of the school principals to communicate effectively with teachers, students and other members of the school community.

Conclusion

It was concluded from the findings of this study that, administrators' supervisory skills had a positive significant relationship with teachers' job performance in public senior secondary schools in Ilorin Metropolis, Kwara State. This implies that administrators' supervisory skills in terms of administrators' financial supervisory skill, administrators' physical facilities supervisory skill, administrators' instructional supervisory skill, administrators' interpersonal relationship skill and teachers' job performance in the areas of preparation of lesson plan, teaching methods, appropriate use of instructional materials and record keeping will tremendously enhance and improve academic performance of students in both external and internal examinations.

This implies that administrators' financial, physical facilities, instructional and interpersonal relationship skills of the principals will lead to their effectiveness administratively by enhancing the level of teachers' job performance as well as students' academic performance. This implies that good commitment of the teachers towards effective teaching and

learning process would improve students' participation in the class. This also implies that when principals maintain cordial communication with the teachers and the students, it will enhance their administrative effectiveness in schools.

Recommendations

Based on these findings, the following recommendations were put forward that;

- i. Administrators must endeavour to keep a high level of professional spirit and good moral standard of the schools in order to adopt their administrative skills to situations by sustaining good working environment for teachers and other staff in their schools.
- ii. Administrators should ensure that they are diligent and honesty in financial supervisory towards the school effectiveness.
- iii. There should be prompt dissemination of information and principals should be ready to discuss the goals and aspirations of the school with the teachers. It should be realised that interpersonal relationship communication that flows freely serves as a channel of information and it leads to co-operation and progress.

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