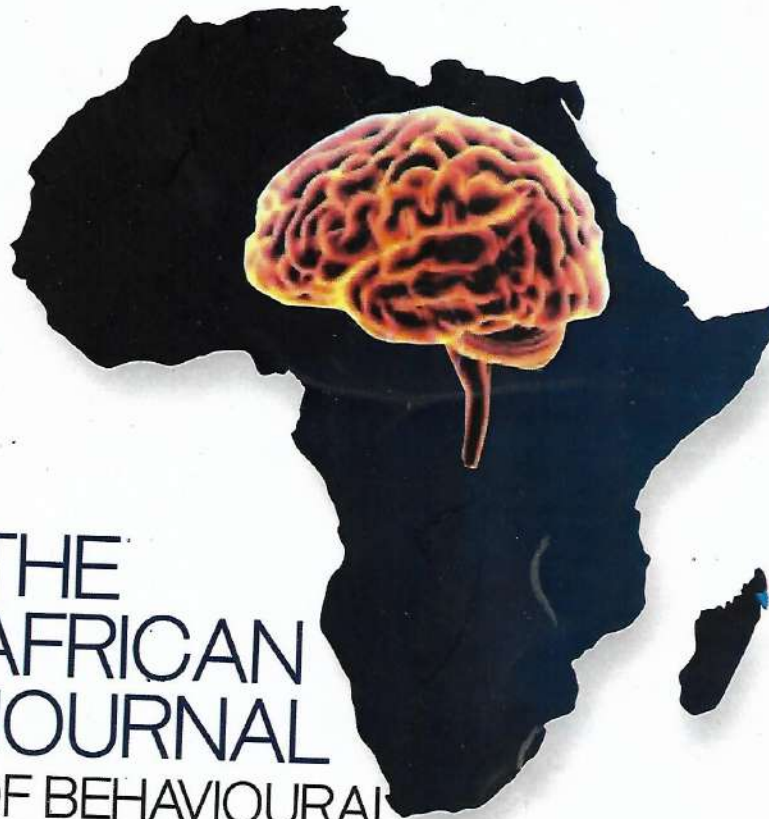




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Assessment of contributions of demographic variables to the levels of possession of work skills among University senior non-teaching staff in Ogun State, Nigeria Foluso Agnes Arowojolu, Adams Otuoze U. Onuka	8 - 16
Student mathematics engagement: development and validation of a measurement instrument. Taiwo Omorinola Oladipo-Abodunwa, Joshua Oluwatoyin Adeleke, Musa Adekunle Ayanwale	17 - 23
Estimating the psychometric properties of 50 multiple choice mathematics item for senior secondary II students in Ikwerre Local Government area of Rivers State using classical test theory. Boma Daba Amadi, Richard Iheanyichukwu Ogunka, Ibiene Tandi Longjohn	24 - 33
Stress as correlate to academic performance of student midwives in school of midwifery, St Philomena Catholic Hospital, Benin City, Edo State. Abieyuwa Nosakhare Erhabor, Funmilayo A. Okanlawon	34 - 42
Application of generalizability theory in estimation of variance components in National Examination Council essay questions in English Language Richard Iheanyichukwu Ogunka, Goodness W. Orluwene	43 - 48
Assessment of Gender-related Differential Item Functioning of Teacher-Made Chemistry test. Elizabeth O. Ojo, Joshua Oluwatoyin Adeleke, Simeon O. Ariyo	49 - 55
Effects of computer graphics and animation instructional modes on Junior Secondary Students' learning outcomes in business studies in Ibadan, Nigeria Grace Odoarefe Olamigoke	56 - 67
Critical thinking as a correlate of numeracy learning outcome among middle basic pupils in Kwara State, Nigeria Mohammed Idris Jimoh	68 - 75
Assessment of effectiveness and impact of agricultural youth empowerment scheme training programme in Lagos State, Nigeria Joshua Oluwatoyin Adeleke, Olufunmilayo Deborah Fajimi	76 - 84
Influence of Spousal Support on the Quality of Life of Women Living with Breast and Gynaecological Cancers in Ibadan, Nigeria Chizoma M. Ndikom, Joel Ojo Aluko, Abimbola Adeoye	85 - 92
Enhancing Retention and Performance in Numeracy Concepts through Meta-cognitive Training in Computer-mediated Classrooms Taiwo Oladunmi Gbenga-Akanmu	93 - 99
Effect of Declarative Knowledge Approach on Students' Performance in Quantitative Economics David Oluwaseyi Oladimeji	100 - 106

<i>AJB-SDR Vol. 1, No 2, 2019</i>	Contents	August, 2019
Nurses' perception on factors responsible for workplace violence against nurses in selected hospitals in Ilorin, Kwara State Olayinka Abolore Onasoga, Joel Ojo Aluko, Kafilat Ayobami Rotimi, Olubiyi Simeon Kayode, Jibril Umar Nda,		107 - 117
Factors Influencing the Practice of Holistic Care by Nurses in Selected Hospitals in Ondo State Abimbola G. Owolabi, Joel Ojo Aluko, Mayowa G. Elemile, Rukayat F. Adewoyin, Ololade Esther Durojaiye.		118 - 127
Influence of teachers' professionalism, class size and instructional materials on lower primary school pupils' performance in social studies in Osun State Nigeria Babatunde Adeniyi Adeyemi, Grace Olajumoke Jubril		128 - 138
Assessment of parental attitude towards the introduction of sex Education in Junior Secondary School curriculum in Oyo State Monilola Dasola Oyetade, Kafayat Oluwakemi Buari		139 - 151
Administrators' supervisory skills and teachers' job performance in Ilorin South Local Government area secondary schools, Kwara State Ogbudinkpa, Ijeoma Charity		152 - 161

Administrators' supervisory skills and teachers' job performance in Ilorin South Local Government area secondary schools, Kwara State

Ogbudinkpa, Ijeoma Charity
Department of Educational Management
Faculty of Education, University of Ilorin, Ilorin

Abstracts

It was observed that secondary school administrators gave little time to instructional supervision, visiting classes, and curriculum-related task and staff development activities. This study investigated administrator's supervisory skills and teachers' job performance in the secondary schools in Ilorin South Local Government Area, Kwara State. Five objectives were raised for the study. The research adopted a descriptive survey of correlation type. Total number of 245 teachers, 50 Heads of Departments/ Units, 20 Vice- principals and 15 principals were selected using random sampling technique. Hypotheses were formulated and statistically tested using Pearson Product Moment Correlation statistic at 0.05 level of significance. Data was collected using a researcher designed questionnaire titled Administrator's Supervisory Skill Questionnaire (ASSQ) and Teachers' Job Performance Questionnaire (TJPQ). The finding revealed that there was a positive significant relationship between administrator's supervisory skills and teachers' job performance in Ilorin South Local Government Area, Kwara State, Nigeria. Based on the findings, it was recommended that principals, as the heads of schools, should ensure they work on how to improve their administrative supervisory skills as it has a direct correlation with teachers' job performance.

Keywords: Administrator, Supervisory, Skills, Principals, Teachers

Introduction

The administrators in schools refer to individuals that function in the supervisory positions in the school, who provide leadership to teachers and have the primary responsibility of working with teachers to increase the quality of student learning through improved instruction. School administrators are usually the school principals who are the school leaders. Afegbua & Adejuwon, (2012) asserted that leadership deals with having a comprehensive view of the activities and problems of the institution that allow administrators to oversee the teachers' activities within the school through instruction supervision which makes it one of the processes whereby school administrators try to achieve a meaningful standard of performance and results. Nakpodia (2011) asserted that instructional supervision is a quality control tool in the system activities of school administrators which direct primarily the achievement of appropriate prospect of educational system.

A major sub-set of instructional leadership

relates to instructional supervision. However, Blasé and Blasé, (2004) defined instructional leadership as the process through which the principal attempts to work with teachers and other staff members co-operatively to improve teaching and learning in the school. Wanzare (2012) stated that instructional supervision embraces all activities that are directed mainly towards establishment, improvement and maintenance of teaching and learning process in schools. The individuals who operate in supervisory positions in the school, who advance leadership to teachers, and who have the overriding responsibility for working with teachers to increase the quality of student learning through enhanced instruction are referred to as instructional supervisors, and may include principals (head-teachers), vice principals, specialist consultants, curriculum directors, instructional lead teachers, departmental heads, and master teachers (Wanzare, 2012).

Instructional supervisors must be vastly experienced in their supervisory duties, Oliva

and Pawlas (2004) asserted that a supervisor must have a wide stock of knowledge, skills, and techniques to carry out the various supervisory tasks to which they are called. According to Wiles and Bondi, (2004) among the vital skills required of instructional supervisors include the following: (i) technical skills, which include ways to approach goal setting, planning, instructional observation, assessment, research and evaluation (ii) Interpersonal skills, which include those of decision making, motivation, problem solving, communication, and conflict management; (iii) Human relations skills which refers to the ability to work with and through others in a morally-elevating way (iv) Information skills (v) Administrative skills (influencing, recording) (vi) Self-awareness skills; (vii) Skills for managing change; and (viii) Conceptual skills which is the ability to see the big picture, to imagine, to speculate, and to envisage change.

However, the National Policy on Education (2013) stated that to guarantee quality control in the school, it is necessary to have proficient teachers and experienced supervisors. The main responsibility of the supervisor is to see that high standards are maintained and the schools are run in line with the laid down rules and regulations. The Ministry of Education should designate administrators to comply and maintain standard in the secondary school through their supervisory function. The board should appoint people that are mainly experienced in the teaching profession for the purpose of supervising the teaching learning activities and other co-curricular activities in the school.

Furthermore, teachers, as the leaders in the classroom, determine process of students' learning and in turn influence the academic outcome of the students (Werang, 2014). Teachers play a critical part in ensuring achievement in school (Selamat, Samsu, & Kamalu, 2013). High quality teachers performing their duty as expected can influence students' performance, it appears that the most pertinent thing a school can do is to provide its students with proficient teachers (Goldhaber, 2012).

Teachers, whether new or old on the job need

requisite support in implementing the instructional programmes. Principals, as school heads, therefore, need to provide this support to teachers, they have to be involved in the implementation of instructional programmes by keeping an eye on what teachers are doing with the students.

School records are also some of the areas of supervision of instruction which makes teaching and learning productive in school management. Olajide (2006), explained school records as one of those documents which enable principals to get factual information relating to what goes on in the school, who is in the school as well as what type of assets the school owns. School records provide a basis for objective evaluation and appraisal by supervisors. Abysmally kept records provide inaccurate and misleading picture of a school's past. In fact, Edem (1998), classification of records into four key categories as follows: (i) Vital record which usually cannot be replaced without destroying their original value. (ii) Important records which are replaceable at considerable expense. (iii) Useful records whose destruction will cause some inconveniences but which can be easily replaced. (iv) Non-essential records should later be destroyed to conserve storage space. The classification brings into attention the risk that may be involved in the event of loss, hence, the need for adequate protective measure and security.

Another problem of supervision of instruction in schools that adversely affects teacher's job performance is lack of proper training of supervisors. As identified by Ogbonnaya (1997) and Okoro (1999), both shared the opinion that administrators of education in Nigeria do not consider proper training of supervisory staff to carry out supervisory roles. Ogbonnaya (1997) maintained that the criteria for appointing supervisors are basically the possession of a first degree in education and some years of teaching experiences, and further asserted that some supervisors are also appointed simply because "they know some officers at the headquarters (Ministry of Education or Teaching Service Commission)" this leads to the placement of "wrong pegs in right holes". The implication is that those who are not exposed to the supervisory

techniques and approaches are made to handle the job and thus haphazard result will be achieved.

Also, poor leadership style, resistance to change and innovation coupled with the supervisee's negative attitude to supervision all constitute serious problems or constraints to supervision of instruction in schools and thus affects teachers' job performance. Ogbonnaya (1997) and Okoro (1999) are of the opinion that most supervisory staff are not exposed to participatory culture and thus adopt the old form of inspection. They claim that some supervisors do not run a participatory (democratic) policy by way of involving their teachers in decision making especially when such decision affects the students. They also maintained that some supervisors and their supervisees are resistant to innovations and prefer to maintain the status quo.

Finally, another problem hindering effective supervision of instruction in the school is the social gap that exists between the supervisor and the supervisees. There seems to be an imaginary gap that socially separates the secondary schools' principal and teachers. This stems from the fact that some principals see themselves and their positions as revered and as such distance themselves from their subordinates both in action and principles.

Review of Related Literature

An administrator, as a manager in every organization, performs certain roles/tasks for the smooth running of the organization and improvement of organizational performance. Ezeuwa (2005) sees manager supervisory approach as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. In the same manner, it means those strategies that are used to influence people to work willingly with zeal towards the achievement of the corporate goals. An administrator cannot work alone; he/she must have people to influence, direct, carry along, sensitize and mobilize towards the achievement of the corporate goal. The manner that administrator performs these roles and directs the affairs of the organization is referred to as his/her managerial skill. Some managers

are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job.

Human relation supervisory skill refers to the ability to understand the feeling of others and interact with them positively for harmonious and peaceful environment of the working area. Attention has to be given to such skills, because its result is success if there is a good relationship between the supervisor and the teachers and can result in failure if a bad relationship is attained (Million, 2010). From the supervisor's position, Million (2010) further argued that it is in humanistic relations that the supervisor plays a key role in initiating people to work effectively and efficiently together. The supervisor, as a leader, must have a strong interest in and concern for the human welfare who work in the organization. For this reason, a supervisor ought to have an understanding of the principles of humanism that best suits them in day-to-day relationship with teachers. Gashaw, (2008) visualize humanism as "being genuine, caring, accepting, and empathetic and trusting unselfishly committed to giving time energy, and talents to helping others".

Basically, the tasks ahead of any school administrators are so enormous such that it requires a lot of approaches in order to live up to expectations. The approaches apart from their personal qualities include, having good rapport with their members of staff, delegating part of their responsibilities with authorities to their staff members. This delegation enhances cordiality between school managers and staff; it also enhances the development of staff.

In addition, Ogungbemi (2012) observed that the school administrator's responsibilities rest with his teaching and non-teaching staff as well as with the student body in his school and further observed that to be successful in his management functions, hence, achieve the school objectives; it becomes very important that the school managers meet constantly with his staff and students since it is with them that he must develop a favorable climate for the operation of the school. Consequently, Ogunsaju (1983) asserted that school managers should learn to

use their positions to create an environment conducive to the release of human potential.

Job performance is a commonly used, yet poorly defined concept. It is the branch of psychology that deals with the workplace. According to Campbell (1990), performance does not have to be directly observable actions of an individual. It can consist of mental productions such as answers or decisions. However, performance needs to be under the individual's control regardless of whether the performance of interest is mental or behavioural. The key feature of job performance is that it has to be goal relevant. Performance must be directed towards organizational goals that are relevant to the job performance standard.

To ascertain the productivity of a teacher, it solemnly rest on the performance of such teacher; if the teacher performs his job very well he/she is said to be productive. However, Noran, and Rosna, (2002) defined performance as almost any behaviour, which is directed toward task or goal accomplishment. Perhaps, he was trying to offer an explanation for the teacher.

In addition, Hinkin and Schriesheim (2008) examine the link between subordinate's performance and the supervisors' non-response behaviour or what they call omission, and further asserted that employee need performance-related feedback, but the administrator might be unwilling or lack the ability to satisfy those needs. The absence of response or feedback will possibly reinforce undesired behaviour and affects subordinates feeling and this results in confusion and dissatisfaction. However, some writers have tried to indicate the things that count as teaching performance. The more a persons' desire are satisfied in any organization the higher the level of productivity in the school system. For instance, if the administrator puts everything in place and provide guide whenever necessary, there is the tendency for higher performance of teachers which will in turn lead to higher productivity in terms of student achievement. If an administrator can help to increase job satisfaction level in any way, it creates a new asset for the school and a greater effectiveness.

Statement of the Problem

Most administrators have been reported as neglecting their duty as instructional leaders, instead of concentrating on managing and administering school activities, giving themselves to issues such as attending school head meetings, collecting levies, attending meetings with government officials among others at the expense of the major role of teaching learning supervisions. It was observed by the researcher's personal experience that administrators spent less than a third of their time in supervision, and reported to have spent just a little of their time for visiting classes, curriculum-related tasks and staff development activities. Ministry directives (No 3/1987) clearly stated that as professional leaders, school administrators are responsible for successful curriculum implementation in their schools. This objective could not possibly be achieved unless the administrators systematically supervise and make it a top priority.

However, this study examined the administrator's supervisory skills and teachers' job performance in secondary schools of Ilorin South Local Government Area of Kwara State.

Purpose of the Study

The purpose of this study was to investigate the level of administrator's supervisory skills and teachers' job performance in Ilorin South Local Government Area of Kwara State. Specifically, the study was designed to:

1. Establish the level of administrators' supervisory skill in Ilorin South Local Government Area, Kwara State
2. Ascertain the level of teachers' job performance in Ilorin South Local Government Area, Kwara State
3. Examine relationship between human relation supervisory skill of administrators and teachers' job performance.
4. Examine the relationship between technical supervisory skills of administrators and teachers' job performance.
5. Examine the relationship between interpersonal supervisory skills of administrator and teachers' job performance.

Research Questions

The following research questions were raised to guide the study, they include:

1. What is the level of administrator supervisory skills in Ilorin South Local Government Area, Kwara State?
2. What is the level of teachers' job performance in Ilorin South Local Government Area, Kwara State?

Research Hypotheses

The following hypotheses were formulated to guide the study.

- H₀:** There is no significant relationship between administrator supervisory skills and teachers' job performance.
- H₀₁:** There is no significant relationship between human relation supervisory skill of administrator and teachers' job performance.
- H₀₂:** There is no significant relationship between technical supervisory skill of administrator and teachers' job performance.
- H₀₃:** There is no significant relationship between interpersonal supervisory skill of administrators and teachers' job performance.

Research Design

The design of this study was basically descriptive survey of correlation type. Thus, this design was considered appropriate in view of the fact that this study examined the correlation that exists between the administrator

supervisory skill (the independent variable) and teachers' job performance (the dependent variable) in secondary schools in Ilorin South Local Government Area, Kwara State. 245 teachers, 100 heads of department/ units, 30 vice- principals and 15 principals were selected using random sampling technique.

Two researcher-designed instruments titled Administrator's Supervisory Skill Questionnaire (ASSQ) and Teachers' Job Performance Questionnaire (TJPQ) was used to obtain information from the principals and teachers in the sampled public senior secondary schools in Ilorin South Local Government Area of Kwara State. Copies of questionnaire were administered to teachers and administrators in the selected public secondary schools in Ilorin South Local Government Area of Kwara State. Descriptive statistics of Mean and Standard Deviation were used to answer the research question raised while inferential statistic of Pearson Product Moment Correlation was adopted to test all the hypotheses raised at 0.05 level of significance.

Result

This study focused on the Administrator's Supervisory Skill and Teachers' Job Performance in Ilorin South Local Government Area, Kwara State. The results of two research questions and three hypotheses were discussed as presented in this chapter.

Answering Research Questions

Research Question 1: What is the level of administrator's supervisory skill in Ilorin South Local Government Area, Kwara State?

Table 1

Result showing the level of administrator's supervisory skill

S/N	Variables	N	X	SD	Decision
1	Human Relations Skill	245	2.78	.83	High
2	Technical Skill	245	2.39	.77	Average
3	Interpersonal Skill	245	2.25	.65	Average

Key

X	
1.00 -1.59	Low
1.60 -2.59	Average
2.60 - 5.00	High

Table 1, shows the mean and standard deviation of the level of administrator supervisory skills in Ilorin South Local Government Area, Kwara State, where the calculated means of technical and interpersonal skills were found to be average

with a mean scores of 2.39 and 2.25 respectively while human relations skill of the administrator was found to be high with a calculated mean of 2.78. Hence, it is evidenced from the findings that level of administrator supervisory skills in

Ilorin South Local Government Area, Kwara State, was found to be average.

Research Question 2: What is the level of teachers' job performance in Ilorin South Local Government Area, Kwara State?

Table 2

Result showing the level of teachers' job performance

S/N	Subject	N	X	SD	Decision
1	Classroom Teaching	7	1.40	.78	Low
2	Instructional Materials	7	1.63	.64	Average
3	Classroom Management	7	1.49	.61	Low
4	Classroom Assessment	7	1.81	.72	Average

Key

X

1.00 - 1.59 Low

1.60 - 2.59 Average

2.60 - 5.00 High

Table 2, shows the mean and standard deviation of the level of teachers' job performance in Ilorin South Local Government Area, Kwara State, was found to be average with the mean score of 1.63 and 1.81 for instructional materials and classroom assessment while classroom teaching and classroom management were found to be low with a mean scores of 1.40 and 1.49 respectively. Therefore, the level of teachers' job performance in Ilorin South Local Government

Area, Kwara State, was found to be average.

Hypothesis Testing

There are one main and three operational hypotheses set to guide the study. Pearson product-moment correlation statistic was used to test all the hypotheses at 0.05 level of significance.

Main Hypothesis

Ho: There is no significant relationship between administrator's supervisory skill and teachers' job performance in Ilorin South Local Government Area, Kwara State

Table 3

Administrator Supervisory Skills and Teachers' Job Performance

Variable	N	Cal r-value	P-value	Decision
Administrator Supervisory Skill	245	.668	.000	Ho Rejected
Teachers' Job Performance	245			

*Significant $P < .05$

Table 3, shows the calculated r-value of .668 while p-value (0.000) is less than the significance level (0.05). Therefore, the hypothesis, which states that there is no significant relationship between administrative supervisory skills and teachers' job performance in Ilorin South Local Government Area, Kwara State is rejected. It means that significant relationship exists between administrative

supervisory skills and teachers' job performance in Ilorin South Local Government Area, Kwara State.

Operational Hypotheses

Ho₁: There is no significant relationship between human relation skills and teachers' job performance in Ilorin South Local Government Area, Kwara State.

Table 4
Human Relation Skills and Teachers' Job Performance

Variable	N	Cal r-value	P-value	Decision
Human Relation Skills	245	.615	.000	Ho ₁ Rejected
Teachers' Job Performance	245			

*Significant P < .05

Table 4, shows the calculated r-value of .615 while p-value (0.000) is less than the significance level (0.05). Therefore, the hypothesis, which states that there is no significant relationship between human relation skills and teachers' job performance in Ilorin South Local Government Area, Kwara State, is rejected. It means that significant relationship

exists between human relation skills and teachers' job performance in Ilorin South Local Government Area, Kwara State.

Ho₂: There is no significant relationship between technical skills and teachers' job performance in Ilorin South Local Government Area, Kwara State.

Table 5
Technical Skill and Teachers' Job Performance

Variable	N	Cal r-value	P-value	Decision
Technical Skill	245	.601	.001	Ho ₂ Rejected
Teachers' Job Performance	245			

*Significant P < .05

Table 5, shows the calculated r-value of .601 while p-value (0.001) is less than the significance level (0.05). Therefore, the hypothesis, which states that there is no significant relationship between technical skills and teachers' job performance in Ilorin South Local Government Area, Kwara State is rejected. It means that significant relationship

exists between technical skills and teachers' job performance in Ilorin South Local Government Area, Kwara State.

Ho₃: There is no significant relationship between interpersonal skills and teachers' job performance in Ilorin South Local Government Area, Kwara State.

Table 6
Interpersonal Skills and Teachers' Job Performance

Variable	N	Cal r-value	P-value	Decision
Interpersonal Skill	245	.558	.000	Ho ₃ Rejected
Teachers' Job Performance	245			

*Significant P < .05

Table 6, shows the calculated r-value of .558 while p-value (0.000) is less than the significance level (0.05). Therefore, the hypothesis, which states that there is no

significant relationship between interpersonal skills and teachers' job performance in Ilorin South Local Government Area, Kwara State is rejected. It means that significant relationship

exists between interpersonal skills and teachers' job performance in Ilorin South Local Government Area, Kwara State.

Discussion of Results

This section gives detailed explanations on the various findings discovered from the hypotheses tested. The finding revealed that there is significant relationship between administrator supervisory skills and teachers' job performance in Ilorin South Local Government Area, Kwara State. Wiles and Bondi (2004), which submitted that among the major skills required of instructional supervisors include interpersonal skills, technical skills, information skills, human relations skills, administrative skills, and change management skills; self-awareness skills.

The hypothesis which stated there is no significant relationship between human relation skill and teachers' job performance in Ilorin South Local Government Area, Kwara State was rejected which means that there is significant relationship between human relation skill and teachers' job performance in Ilorin South Local Government Area, Kwara State. Human relation supervisory skill refers to the ability to understand the feeling of others and interact with them positively for harmonious and peaceful environment of the working area. Attention has to be given to human relation skills to enhance good school climate that will lead to school results success and prevent poor performance (Million, 2010).

The hypothesis which stated that there is no significant relationship between technical skill and teachers' job performance in Ilorin South Local Government Area, Kwara State was also rejected which means that there is significant relationship between technical skill and teachers' job performance in Ilorin South Local Government Area, Kwara State. This finding confirmed the findings of Oliva and Pawlas (2004), noted that level of technical and analytical skills on the part of the supervisor enable him or her to know what to look for, how to look, and how to collect, analyze and interpret the data.

Also, the hypothesis which stated that there is no significant relationship between interpersonal skill and teachers' job performance in Ilorin South Local Government Area, Kwara State was rejected and thus revealed that there is significant relationship between interpersonal skill and teachers' job performance in Ilorin South Local Government Area, Kwara State. This finding confirmed the findings of Ogungbemi (2012), who observed that the school administrator responsibilities rest with his teaching and non-teaching staff as well as with the students. It was observed further that to be successful in management functions, hence, achieve the school objectives; it becomes very important that the school managers meet constantly with the staff and students since it is with them that he/she must develop a favourite climate for the operation of the school.

Conclusion

Based on the rationale that secondary school principals are responsible for possessing the right supervisory skill so as to enable teachers in the school perform their job optimally, the findings indicate that principals only possess average level of supervisory skill which is not sufficient for teachers to be able to perform their job with the right standard.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Principals, as the heads of schools, should ensure they work on how to improve their administrative supervisory skills as it has a direct correlation with teacher's job performance. This is because teachers job performance depends greatly on the extent they are being supervised.
2. Principals should improve on developing a team that truly works together in the school, he/she should also treat teachers equally, be sensitive to teachers need in the school, treats teachers fairly in the school, and listen intently to issues concerning the teachers as this would make the teachers feel needed in the school which serves as a motivation for performing optimally the

3. duty/task assigned to them.
3. Principals should see teachers as partners in progress and as such should personally inspect their lesson notes once in a week and also visit classes when teaching is going on at regular interval for assessment and necessary corrections. In addition, there should be teachers' attendance register which should be kept by each class captain to monitor the regularity of teachers.
4. Principals of secondary schools should always give feedback to teachers after supervision, disseminate information to their teachers promptly on the goals of the school and communicate regularly with teachers in the school.
5. Principals in secondary schools should be well equipped with skills and knowledge required for constructive supervision of teacher's activities in the school.
6. It is therefore advisable for future researchers on Administrator Supervisory Skill and Teachers' Job Performance to consider other supervisory skills like conceptual skills, information skills, skills for managing change, etc. in other local government areas of Kwara State.

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