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INTERPLAY BETWEEN ADMINISTRATORS' SUPERVISORY ROLES AND TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS

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ABSTRACT

In every organization, supervision contributes to efficient attainment of set goals. In educational setting, teachers' supervision enhances improved job performance. This paper examined the interplay between administrators' supervisory roles and teachers' job performance in public secondary schools in Abi Local Government Area of Cross River State, Nigeria. Two hypotheses were formulated to guide the study. The study adopted correlational research design and the study population comprised all nineteen (13) public secondary schools, and one hundred and seventy two (163) teachers spread across the secondary schools in Abi Local Government Areas. This number included 106 males and 57 female teachers. Census approach was used to involve the entire population of 163 secondary teachers in the study area for the study. An instrument titled "Administrators' Supervisory Roles and Teachers Job Performance Questionnaire (ASRTJPQ) used for data collection. The items were validated by two experts in Research, Measurement and Evaluation, faculty of Educational Foundations Studies, University of Calabar. The reliability of the instrument was ascertained using Cronbach Alpha coefficients and the reliability coefficient obtained ranged.81 to .85. Pearson product moment correlation analysis was used respectively to test the hypotheses. The entire hypotheses were tested at a .05 level of significance. The result of the analysis revealed that there was a statistically significant relationship between administrators' evaluation role, discipline role and teachers' job performance. Based on the findings of the study, it was concluded that administrators' supervisory roles related statistically to teachers' job performance in public secondary schools in Abi Local Government Area, Cross River State, Nigeria. The study recommended among others that school administrators should develop and communicate clear evaluation criteria that outline the standards and expectations for teachers' performance, in line with the goals of secondary education in the state.

Keywords: Interplay; Administrators; Supervisory Roles; Teachers' Job Performance.

Introduction

Education is widely acknowledged as a tool for human and national development. In Nigeria, secondary education is particularly designed to produce graduates who can think for themselves; respect the feelings of others, and to respect the dignity of labour (Federal Republic of Nigeria, 2013). These goals cannot be efficiently attained without teachers. Fittingly, teachers are the cornerstone of secondary education system, the human resources needed for the smooth functioning of secondary education in Nigeria (Obona & Etete, 2019). It is the teachers who lay the foundation for a brighter future by nurturing the potential of each

student through the educational journey. According to the Federal Government of Nigeria (2013), the task of the teacher is to teach, educate, and provide educational guidance among others. Therefore, the importantly of teachers' job performance in every education system cannot be overemphasized.

Teachers' job performance is the extent to which the teacher participates in the overall running of the school in order to achieve the expected objective and goals of the school (Ekpoh & Eze, 2015). Teachers' described as effective in their job performance by the provision individualized instruction, proper classroom management, maintenance of discipline, provision of support for the students' academic and social development, among other indices. Unfortunately, there seems to be worrisome trend of poor teachers' job performance in secondary school teachers in Nigeria. Sule (2013) blamed the disappointing performance of students in public examinations in Nigeria to the poor performance of teachers. Similarly, Fehintola (2015) remarked that the poor teachers' job performance was the leading factor causing the dwindling performance of learners in public examinations. In Cross River State, Arop, Owan and Ekpang (2018), reported that teachers in most secondary schools in Cross River State do not meet the expectations of their instructional roles effectively, while many teachers showed unprofessional attitudes to work in the areas of absenteeism, time management, students' discipline, classroom communication skills among others.

Abi Local Government Area in particular is not exempted from this challenge. The researcher observed that majority of the teachers in some of the secondary schools habitually report late and exit early from work, while many teachers often absent themselves from work on flimsy reasons. Upon interaction with majority of the study, it was noted that majority of the teachers who are posted to interior villages engage more in farming and commercial activities than teaching duties. Thus, they do not always cover their syllabus before examination period. These are obvious signs that these teachers are gradually losing their zeal and passion for their jobs. The persistent complain by parents and guidance about their children's disappointing academic performance, and the increase in cases of examination malpractices which often led to outright cancellation or withholding of examination results may be connected to the poor job performance of teachers in these schools.

The importance of job performance to the attainment of educational goals has made it important to identify the factors that can enhance teacher's job performance positively. One factor that might influence teacher's job performance in the school is the administrator's supervisory roles. Supervision is an age long tool for improving teacher's attitude to work. Administrators' supervisory role refers to the responsibilities of the school administrators to oversee the daily activities of teachers within their institution. These roles are essential for maintaining the quality of teaching and learning. Obi (2004) cited in Ekpoh and Eze (2015) outlined some principals' supervisory roles to include self-appraisal method, clinical supervision, and demonstration method, among others. However, this study examined two dimensions of administrators' supervisory roles which are: teachers' evaluation role and teachers' discipline roles.

Evaluation role and teachers' job performance

Teacher evaluation refers to the process by which an instructional supervisor assesses and rates teacher performance and effectiveness as they undertake their

responsibilities. Donaldson (2000) described evaluation as a collaborative process, focusing on the teacher's selection of a course of professional growth designed to increase student success. Evaluation enables school leaders to identify areas of strength and weakness, which help them to offer targeted support and professional development opportunities. Principal evaluation of teachers plays a crucial role in ensuring the overall effectiveness and quality of education. Danielson and McGreal (2000) stated the two primary purposes of teacher evaluation are quality assurance and professional development.

The outcome of an evaluation exercise is used to provide feedback to teachers to enhance their professional development (Kelechukwu, 2011). To support this view, John, Seung and Hae (2023) studied the impact of the teacher evaluation process on their classroom practices and professional growth. The focus of the study was to ascertain the impact of teacher evaluation on teacher classroom practice and professional development among Junior high school teachers in Ghana. The findings indicated that summative evaluation relates significantly to subjectivity. Nayereh (2017) in his study, evaluated teachers' job performance based on total quality management (TQM) model. It was a descriptive survey study. The target population consisted of all primary school teachers in Karaj (N=2917). Using Cochran formula and simple random sampling, 340 participants were selected as sample. A total quality management model-based researcher made questionnaire was used for collecting the data. Its validity was confirmed by experts. The data were analyzed using SPSS software in two descriptive (median, mean, mode, standard deviation, skewness) and inferential (one-sample T test) levels. The findings showed that at α= 0.05 level, the teachers' job performance was higher than mean. At α= 0.05 level, also, the teachers' job performance in process design, management, process improvement, public participation, and focus on customer was higher than mean.

Therefore, principals must constantly remind themselves that the approach to evaluation should not be to get rid of teachers performing below the school expectations, but rather to help them improve their performances.

Discipline role and teachers' job performance

The principal's teacher discipline role refers to their responsibility in managing and addressing disciplinary issues involving teachers within the school. Astuti and Amalah (2020) see teacher discipline as an attitude to comply with and obey all the rules of an educational institution in carrying out the specified work to achieve the expected goals. Effective teacher discipline will have a positive impact on goals attainment. Conversely, poor teacher discipline will interfere with the process of achieving the desired school goals (Dameria, Arafat & Mulyadi, 2020). Effective discipline encourages enthusiasm for work and improves employee performance and the realization of organizational goals (Darwin, Sherly, Edy & Acai, 2019).

Jafar, La, Ramly and Abdullah (2019) conducted a study to analyze and to describe the effect of teachers' work discipline on teachers' performance. The study was conducted at 24 public junior secondary schools and 29 private junior secondary schools in Kendari City, Indonesia with a sample size of 100 respondents. Two sets of questionnaires (pertaining to teachers' work discipline and teacher's performance) were used as research instruments. The data collected were tested through statistics Structural Equation Modeling (SEM) by using software Smart-PLS 3.0. The study results

show that there is a positive and significant effect of teachers' work discipline on teachers' performance. The reviewed study is relevant to this study because it showed a variable that is crucial in raising the morale and performance of teachers in the school.

Also, Rhamanda, Suciningrum and Handayani (2021) carried out a study to determine and analyze the effect of work motivation and work discipline on teacher performance. The results of research revealed that the variables of work motivation and work discipline affect teacher performance by 57.9%, while 42.1% is influenced by other unknown factors.

Although several studies that examined supervisory roles and teachers' job performance have been conducted already, there seems to be lack of research on administrators' supervisory roles and teachers' job performance in secondary schools specifically in Abi Local Government Area of Cross River State, and which use the variables of this particular study. Therefore, this study was essentially designed to examine the interplay between administrators' supervisory roles and teachers' job performance in Abi Local Government Area of Cross River State.

Statement of the problem

Teachers' are crucial in achieving the goals of any school system. They are tasked with teaching subject-specific content, managing classrooms, maintaining discipline, assessing student performance, providing individualized instruction, fostering the academic and social development of the students, among others responsibilities. However, many public secondary school teachers are struggling to meet the criteria for effective job performance. This is evident from the disappointing academic performance of students in internal and external examinations. Numerous teachers are failing to fulfill their professional duties according to the teaching ethics. Others tend to neglect their responsibility to support students' academic development by being consistently late, absent from school, and devoting more time to personal businesses to the detriment of the students. Issues such as teachers engaging in farming during official hours, and lacking interest in professional development are common among teachers in rural areas.

In spite of the government's initiatives aimed at enhancing teachers' working conditions such as constant payment of teachers' salary, and recruiting fresh teachers through the N-power initiative, many teachers continue to perform poorly at different schools. A development that has raised the concerns of parents, caregivers and stakeholders in the study area. The researcher wondered whether the administrators' supervisory role can enhance teachers' job performance in this Local Government Area. Curiously, the researchers asked: what is the interplay between administrators' supervisory roles and teachers' job performance in secondary schools in Abi Local Government Area of Cross River State, Nigeria?

Purpose of the Study

The main purpose of this study was to examine the interplay between administrators' supervisory roles and teachers' job performance in secondary schools in Abi Local Government Area of Cross River State, Nigeria. Specifically, the study sought to find out whether:

1. Administrators' evaluation role relates to teachers' job performance in public secondary schools in Abi Local Government Area of Cross River.
2. Administrators' discipline role relates to teachers' job performance in public secondary schools in Abi

Local Government Area of Cross River.

Research questions

1. How administrators' evaluation role relates to teachers' job performance in public secondary schools in Abi Local Government Area of Cross River?
2. How administrators' discipline role relates to teachers' job performance in public secondary schools in Abi Local Government Area of Cross River?

Research hypotheses

The following hypotheses guided study:

1. There is no significant relationship between administrators' evaluation role and teachers' job performance in public secondary schools in Abi Local Government Area of Cross River State.
2. There is no significant relationship between administrators' discipline role teachers' job performance in public secondary schools in Abi Local Government Area of Cross River State.

Research Method

Research design: The study adopted correlational research design. Galadanci and Mukhtar (2017) viewed a correlational survey design as the design that is used to show the magnitude and level of relationship between variables of interest. Correlation survey design was considered appropriate for this study because it examine the interplay between administrators' supervisory roles and teacher's job performance in secondary schools in Abi Local Government Area, Cross River State, Nigeria. **Research area:** The research area was Abi Local Government Area. The headquarters of the local government area is Itigidi. Abi LGA is located between latitudes 5.76° N and 6.02° N of the Equator and longitudes 7.93° E and 8.71° E of the Greenwich Meridian in Cross River State, Nigeria. In the North and East, it is bounded by Yakurr Local Government Area, in the West, by Ikwo Local Government Area and South, by Afikpo Local Government Area. There are ten wards in the local government area namely: Adadama, Afafanyi/Igonigoni, Ekureku I, Ekureku II, Imabana I, Imabana II, Usumutong/Abuego, Itigidi, Ebom, and Ediba/Anong. The main occupations of the people in Abi communities are farming, fishing, trading. The people of Abi local government are very hospitable. Some of the traditional delicacies common among them are pounded Yam, Fisherman's soup, rapped Water yam (Ekpangnkukwo), vegetable soup (Ukang Ikong), and Yam Porridge, among others. The observed decline in the job performance of teachers in the area raised the desire for the study to encourage administrators' to adopt key supervisory roles that will enhance the jo performances of the teachers so as to justify government expenditure on the teachers. **Population of the study:** The population of the study comprised all nineteen (13) public secondary schools, and one hundred and seventy two (163) teachers spread across the secondary schools in Abi Local Government Areas. This number included 106 males and 57 females teachers (Planning Research and Statistics Department: Secondary Education Board, Calabar 2023). Aside being the focus of the study, teachers were used to obtain information on the supervisory roles of the administrators'. **Sampling technique and sample:** Census approach was adopted. A census is a study of every unit, everyone or everything when the size of the population is small. Census approach was used to involve the entire population of 163 secondary teachers in the study area for the study.

Research instrumentation: The instrument used for data collection was a questionnaire titled "Administrators' Supervisory Roles and Teachers Job Performance Questionnaire (ASRTJPQ). It was divided into two sections. Section 'A' contained 16 items that measured the sub-variables of Administrators' Supervisory Roles (administrators' evaluation role, and administrators' discipline role). Section 'B' consisted of 8-items designed to measure Teachers Job Performance. The instrument has a total of 24 items on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). **Validation of the instrument:** Before administering the questionnaires to the respondents, the items were validated by two experts in Research, Measurement and Evaluation, faculty of Educational Foundations Studies, University of Calabar. All irrelevant items were either dropped or modified by the experts. It was finally certified fit for the exercise. **Reliability of the instrument:** To establish the reliability of the research instrument, a trial test was first carried out on fifty (40) teachers selected from three secondary schools outside the study area. Data were collected, coded and subjected to a reliability test using Cronbach Alpha reliability coefficients. The reliability coefficient obtained ranged .81 to .85 which indicated a high-reliability index for the research instrument. **Procedure for data collection:** The questionnaires were administered directly to the respondents by the researchers. After some time, they went back and collected the copies of the questionnaires. **Procedure for data preparation and scoring:** The researchers first sorted out the collected questionnaire to ensure that all the items have been well responded to by the respondents. Next, out of the one hundred and seventy two (172) questionnaires copies given out, only one hundred and sixty three (163) questionnaire copies were correctly filled, retrieved and were used for data analysis. The questionnaire was then organized in the order of the variables they were designed to measure. Positively worded items was scored as follows: Strongly Agree (SA) = 4point, Agree (A) = 3points, Disagree (D) = 2points and Strongly Disagree (SD) =1point. But for all the negatively worded items, the pattern was reversed. **Procedure for data analysis:** Pearson product moment correlation analysis was used respectively to test the hypotheses. The entire hypotheses were tested at a .05 level of significance.

Result and Discussion

Hypothesis one: There is no significant relationship between administrators' evaluation role and teachers' job performance in public secondary schools in Abi Local Government Area, Cross River State. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in table 1.

Table 1: Summary of correlation between administrators' evaluation role and teachers' job performance in public secondary schools in Abi Local Government Area, Cross River State (N=163)

Variables	$\bar{X}$	S.D	r	Sig.
administrators' evaluation role	15.04	2.75		
teachers' job performance	15.23	2.45	.540**	.000

*Significant at p<.05 df=161

The result of table 1 showed that the correlation coefficients between administrators' evaluation role and teachers' job performance of .540 (p<.05) was statistically significant. Based on this, hypothesis one was rejected. The result of the

analysis implied that there was a statistically significant positive relationship between administrators' evaluation role and teachers' job performance in public secondary schools in Abi Local Government Area, Cross River State. This may be because principals regularly provide feedback and guidance that shape the attitude of the teachers towards their job in the classroom. This implies that the more school administrators provide evaluation feedback and proper guidance, the more teachers will improve their job performance and vice versa. The study finding is in line with that of Seung and Hae (2023) who revealed that summative evaluation relates significantly to subjectivity in the workplace. It also supports the conclusion of Kelechukwu (2011) who stated that the outcome of an evaluation exercise is used to provide feedback to teachers to enhance their professional development.

Hypothesis two: There is no significant relationship between administrators' discipline role and teachers' job performance in public secondary schools in Abi Local Government Area, Cross River State. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in table 2.

Table 2: Summary of correlation between administrators' discipline role and teachers' job performance in public secondary schools in Abi Local Government Area, Cross River State (N=163)

Variables	$\bar{X}$	S.D	r	Sig.
administrators' discipline role	15.09	2.26		
teachers' job performance	15.23	2.45	.590**	.000

*Significant at p<.05 df=161

The result of table 2 showed that the correlation coefficients between administrators' discipline role and teachers' job performance of .590 (p<.05) was statistically significant. Based on this, hypothesis one was rejected. The result of the analysis implied that there was a statistically significant positive relationship between administrators' discipline role and teachers' job performance in public secondary schools in Abi Local Government Area, Cross River State. This is possible because school administrators in the study area established and maintained supportive and disciplined environment that fosters professionalism, adherence to standards, and the maintenance of a conducive learning atmosphere. The implication is that the more school administrators' main proper discipline the more the teachers will be focused on delivering their jobs according to specification and vice versa. The study finding is in agreement with that of Jafar, La, Ramly and Abdullah (2019) who concluded that there is a positive and significant effect of teachers' work discipline on teachers' performance. The study finding also supports that of Rhamanda, Suciningrum and Handayani (2021) who carried out a study to determine and analyze the effect of work motivation and work discipline on teacher performance. The results of research revealed work discipline influence teacher performance.

Conclusion

This examined the interplay between administrators' supervisory roles and teachers' job performance in public secondary schools in Abi Local Government Area of Cross River State, Nigeria. The result of the analysis revealed that there was a statistically significant relationship between administrators' evaluation role, discipline role and teachers' job performance. Based on

the findings of the study, it was concluded that administrators' supervisory roles related statistically to teachers' job performance in public secondary schools in Abi Local Government Area, Cross River State, Nigeria.

Recommendations

The study recommended thus:

1. School administrators should develop and communicate clear evaluation criteria that outline the standards and expectations for teachers' performance, in line with the goals of secondary education in the state. This will enhance teachers' job performance in public secondary schools in Abi Local Government Area of Cross River State.
2. Principals should adopt a restorative approach to discipline by managing conflicts, and wrongdoing so as to repair harm, build relationships, and promote a sense responsibility among the teachers in the study area.

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