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PRINCIPALS' SUPERVISORY SKILLS AND TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

BY

Dr. Choice Okaforcha, and Nwabueze Denis Uche
Department of Educational Foundations Chukwuemeka Odumegwu Ojukwu University
Igbariam Campus

Abstract

The study investigated Principals' Supervisory Skills and Teachers' Job Performance in Public Secondary Schools in Anambra State. Three research questions and three null hypotheses guided the study. The study adopted a correlation research design. The population of the study comprised of 263 principals' in the 263 public secondary schools in the six Education Zones in the State as recorded by the Post Primary Schools Service Commission (PPSSC), Awka. The sample of this study comprised all the 263 principals' in the 263 public secondary schools in the six Education Zones in the State. This study adopted the whole population as sample since it is manageable for the study. The instrument for data collection was two questionnaires structured by the researcher titled Principals' Supervisory Skills Questionnaire (PSSQ) and "Teachers Job Performance Questionnaire" (TJSQ) was used for data collection. The instruments were subjected to face and construct validity by three experts, two from Educational Management and one from Educational Measurement and Evaluation, all from Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State. The reliability of the instruments was established using Cronbach's Alpha statistics to find the reliability index and it yielded a value of .75 for class room visitation, .87 for motivational skill, .77 for inter personal skill, .78 communication skill and .86 and average coefficient of 0.82 for Principals' Supervisory skills Questionnaire (PSSQ) and 0.78 for Teachers Job Performance Questionnaire. Reliability coefficient index showed values which indicated a positive and high reliability, therefore the instruments were considered reliable and adequate for the study. The researcher visited the sampled schools with the aid of five briefed research-assistants who were given proper orientation on what is required, how to administer and retrieve the copies of the questionnaire to the principals in their respective schools. In addition to the instructions written on the questionnaire, the respondents was given verbal instructions and clarifications where necessary. The data collected were analyzed as follows. The research questions were answered using Pearson product moment correlation coefficient while the hypotheses were tested at .05 level of significance using test of significance of Pearson product moment correlation coefficient. Based on the findings of the study, The study concluded that there exist, a medium to a very high positive relationship and a significance relationship between principals' classroom visitation skill ($r=$, $p=$) motivational skill ($r=$, $p=$), interpersonal skill ($r=$, $p=$), communication skill ($r=$, $p=$) and teachers' job performance in Public Secondary Schools in Anambra. Also, the study showed that there is a significant relationship between motivational skill and teachers' job performance in Public Secondary Schools in Anambra State. Based on the findings of the study the following recommendations were made among others: that Ministry of Education should organize workshop and seminars that would enable principals to improve their communication skill as success of supervision depends to a large extent on the effective use of communication skills.

Keywords: Supervisory Skills, Principals', Teachers' and Job Performance.

Introduction

The role of education in solving the problems affecting the growth and development in the society cannot be over-emphasized. The Federal Republic of Nigeria (FRN, 2013) indicated that accomplishment of the goals of education solely depends on defining the structure and strategies for educational provision, setting guidelines and required standards for its delivery, managing the education system for quality control and quality assurance, the provision of more in-service training opportunities, and other incentives for teachers. The accomplishment of the goal of education, attaining quality standards and maintaining effective control and service delivery is something that should start right from primary school through secondary school to higher institutions. Secondary education serves as a link between primary education and higher education (Ofoegbu, 2014). It is therefore of paramount importance that teachers' job performance is sustained in secondary schools for accomplishment of these goals of education.

Teachers' job performance is concerned with overall ability of teachers to exhibit the right attitude to work, be committed and dedicated to the teaching roles and making deliberate efforts towards the attainment of educational goals and objectives.

Nakpodia (2016) defined teachers' job performance as behaviour that can be evaluated which contributes to organizational effectiveness. Akinwumi (2015) described teachers' job performance as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning. He further stated the duties performed by teachers such as teaching, assessing and marking students' tests, examinations, records keeping and participation in school disciplinary committee at a particular period in the school system in achieving educational and organizational goals. Teachers' job performance

is the measurement of the degree of success or failure of teachers who have been assigned specific jobs or given responsibilities to perform which result to achieving the school goals. Ekpoh and Eze (2015) defined teachers' job performance as the measurement of the quality of instruction given to learners by teachers in the school which is the rightly intended accomplishment of the school. However, Affarmagbon (2018) observed professional laxity on the part of teachers that many teachers are merely staying on the job to look for better job outside. He further complained that constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and indiscipline, constitute a big problem in attainment of educational goals in the schools and these may lead poor supervision in the school.

Supervision involves an instructional leadership role in the context of education, in which the supervisor diagnoses teachers' performance needs and then guides, directs, assists, suggests, supports and consult with teachers. Osakwe (2013) stated that supervision is concerned with the provision of professional assistance and guidance to an academic staff and students geared towards the achievement of effective and efficient teaching and learning in the universities. Supervision is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets. School principals are responsible for supervision of teachers with an aim of ensuring that school objectives are achieved through effective teaching and efficient learning. In this regard, the supervisors assist teachers in refining their competencies essential for better teaching of the disciplines (Heaton, 2016). School principals with better supervision take feedback and then further guide and move teachers towards desired work and objectives. Effective supervision is the process by which the

supervisor is responsible for providing a link between individual teacher's needs and organizational goals so that individuals within the school can work as a team to achieve set targets (Heaton, 2016).

Ezeocha (2014) saw the functions of the supervisor as supervision of instructions, curriculum development, and evaluation, school community relations and management of school finance, staff and students' personnel administration, among others. The functions of school principals as supervisors in order to carry out effective supervision include; making classroom visits, supervising teachers by checking their scheme of work and lesson notes, checkmating teachers' classroom attendance, checking absenteeism and rewarding hardworking teachers as well as punishing indolent ones by assigning administrative duties to them as means of encouragement to do the right things at the right time. Ugboka (2013) asserted that school principals are the supervisors whose responsibilities are to provide variety of supervisory skills for teachers to see the need for change thus, plan behaviour for effective teaching and learning process. Ajayi, (2012) recognized that supervision skills that will synthesis ways of reducing frictions between students and staff and between staff and educational administrators are most needed to sustain the desired harmony.

When teachers work in team spirit, their efforts are fairly harness toward goals achievement. He further recognized that the need to redefine teachers' specific work calls for the need for supervisory skills. This would reveal the areas of teachers' weaknesses and the need to remedy such deficiency through in-service training, and other education programmes. This will boost teachers' job performance and achievement of school goals. Good supervision skills would strengthen the participation of teachers in school community programmes. The achievement of principals as supervisors depend on their

supervisory skills, capacities and ability to make reasonable decision for effective teachers' job performance. The use of appropriate skills of supervision by principals in schools is necessary for the improvement of teaching and learning. Obi (2015) outlined many strategies/skills available for supervisors to help teachers improve on their job performance and also facilitate effective instruction in schools. Some of the supervisory skills include classroom visitation, workshop/seminars, motivational skills, effective communication, demonstration, micro-teaching, classroom observation; inter school visitation, clinical supervision, research approach, and self-appraisal among others but the study focused only on classroom visitation skill, motivational skill and interpersonal skill.

Classroom visitation skill implies the visit by principals to the classroom to watch teachers and students in action. Ani (2015) stated the purpose of such visits whether scheduled or unscheduled should be to aid teachers. It is also an avenue to study the nature and quality of the students' learning and means by which teachers guide or direct it. Classroom visitation therefore, allows the supervisor as supervisors to assess the curriculum in action. It offers the supervisors an opportunity to understand the status of curriculum and the experience which the students are having. Through visitation, supervisors can detect defects in the curriculum or in the teaching and learning process. During class visits the supervisor (supervisor) should take cognizance of the position of teachers before their students and the effects of their presence on the teaching and learning activity. Classroom visitation skills supervision therefore deals with the observation of facts in teaching and learning situation. Through classroom visitation, supervisors can solve educational problems which may add to their own professional knowledge and growth as well as of these teachers under them (Ezeocha, 2014).

Classroom visitation is a basic instructional supervisory skill where supervisors observe how teachers plan their work for delivery to students. Principals must prepare supervision schedules indicating how teachers maintain class discipline, provides for learner differences, the lesson presentation, mastery of content, learners' involvement as well as teaching methodologies used (Ngunjiri, 2017). Supervisors can video tap the lesson without being disruptive to the class so as to sit later with the supervisees and discuss the strengths and weaknesses of the supervisees' lessons in an attempt to improve teachers' quality in instructional process. Elujekwute (2019) opined that classroom visitation focuses on the individual empowerment of the teachers. This is because they play a great role in encouraging teachers to focus on learning and delivery of knowledge to students as opposed to the situation of handing out assignment and undertaking classroom duties in a mechanical manner. This is attributed to the fact that they are conscious to the reality that their delivery in class is being monitored in the wake of classroom visitation by the supervisor. Furthermore, Ekpoh and Eze (2015) opined that classroom visitation has an implication on the teaching methodologies adopted by teachers. Teachers who were observing their experienced colleagues on teaching methodology learned much about teaching procedure, while teaching would help them in becoming more effective teachers while improving their self-awareness. Another aspect of supervisory skill is motivation.

Motivation is described as what makes an individual to follow certain ways where they direct their energies for sustainability (Fiumara, 2016). Akpala (2013) stated that "motivation as one of the three factors in the function of directing is described as a process that arouses, channels, sustains and gives people's behaviour purpose and direction. Rubbins (2013) opined that "motivation is the willingness to exhibit

persistent and high level of effect toward organizational goals, conditioned by effort and ability to satisfy some individual needs". He went further to explain that the effort element of motivation is a measure of intensity. Someone who is motivated will definitely be persistent. People who are persistent almost always sustain their high level of effort despite barriers or difficulties and of course persistence and effort is likely to lead to favourable job performance and outcome which is also applicable in school settings. Motivational skills are various skills that can be used to induce, encourage and stir teachers in any school to put in their very best in the discharge of their job. To motivate such teachers, the principal must find out what the teachers need.

Interpersonal skills are the tools people use to interact with one another in an organized environment. Healthy interpersonal skills reduce stress, resolve conflict, improve communication, enhance intimacy, increase understanding, and promote job performance of teachers Allison (2015). Interpersonal skills are broadly defined as those skills which supervisors need in order to be in touch with the teachers in the school (Rungapadiachy, 2019). Some authors such as Hargie and Dickson, (2014) agreed on a number of core areas in which competency is essential for effective interpersonal interactions among supervisors and teachers. Interpersonal skills, which are also identified as essential skills, are the critical skills that demonstrate interpersonal competence and organizational communication effectiveness which are essential for managerial or administrative supervision. The centrality of interpersonal skills in workforce performance and productivity in schools by supervisors had been validated by numerous studies in the past decade (Asher & Hindi, 2014). It follows then that, interpersonal skills are the skills people use every day to interact with one another. They are the most intelligible mode of communication among human persons. Given the interpersonal

skills possessed by a person is not an innate skill, but is a skill that is trained and studied, through the process of education, training, coaching, and experience. Therefore, interpersonal skills really need to be developed in a school by supervisors in an effort to achieve school goals and improve teachers' job performance. People are not born with interpersonal skills but develop them as they grow and learn in the course of human existence, interaction and life.

In this era of modern supervision, the focus is on the attainment of set educational goals which is students' learning. Supervisors should now be friendlier with teachers. Modern supervision should therefore focused on assisting teachers in educating school children, helping teachers in the course of their professional growth, exhibiting cooperative spirit for team work, showing how best to use teaching materials, directing teachers on how to improve on the appropriate teaching methods, helping teachers to adopt proper methods of evaluating students, helping in curriculum improvement as well as assisting teachers on how to plan their work and evaluate themselves (Nwankwoala, 2016). Is it important to look at principals' supervisory skills for the attainment of fundamental focus of supervision? Will maximization of teaching and learning and supporting staff to achieve efficiency and effectiveness of instruction lead to increase in teachers' job performance. Hence, the study deems it necessary to investigate principals' supervisory skill and teachers' job performance in public secondary schools in Anambra State.

Statement of the Problem

Stakeholders of secondary school education, especially educational administrators, parents, and students had been speculating that lack of adequate supervisory skills of many principals jeopardize the effectiveness of public secondary schools, resulting in poor academic performance of students in those public schools.

The poor attitude toward supervision of teachers in the classroom is becoming alarming. Some of the supervisors are actually out of touch with modern supervisory techniques. They have estranged themselves from the actual instructional realities of the classroom and as a result, their activities as supervisors tend to be of very little value to teachers and students. At the same time, some of the teachers have developed negative attitudes towards supervision and thus cannot benefit much from the exercise. There is laxity on the part of teachers in their professional job performance, too. Job performance of teachers in public secondary schools in Anambra State to an extent depends on principals' supervisory skills. This is so because supervisory skills aim at correcting observed lapses of teachers with a view to achieving the stated goals and objectives. To this extent, do principals constitute problems to effective teaching by their supervisory skills? Have these affected teachers' job performance in one way or the other? Have these attitudes constitute a big problem to the attainment of educational goals in the study area. It is in the light of this unpleasant situation that this study is set out to investigate principals' supervisory skills and teachers' job performance in public secondary schools in Anambra State.

Purpose of the Study

The purpose of the study is to investigate principals' supervisory skills and teachers' job performance in public secondary schools in Anambra State, Nigeria. Specifically, the study seeks to:

1. determine the extent of relationship between principals' classroom visitation skill and teachers' job performance in public secondary schools in Anambra State, Nigeria;
2. establish the extent of relationship between principals' motivational skill and teachers' job performance in public secondary schools in Anambra State, Nigeria;
3. verify the extent of relationship between principals' communication skill and teachers'

job performance in public secondary schools in Anambra State, Nigeria.

Research Questions

The following research questions guided the study

1. To what extent does principals' classroom visitation skill relate to teachers' job performance in public secondary schools in Anambra State, Nigeria.
2. To what extent does principals' motivational skill relate to teachers' job performance in public secondary schools in Anambra State, Nigeria?
3. To what extent does principals' Interpersonal skills relate to teachers' job performance in public secondary schools in Anambra State, Nigeria?

Hypotheses

The following hypotheses guided the study and was tested at .05 level of significance:

H₀₁: There is no significant relationship between classroom visitation skill and teachers' job performance in public secondary schools in Anambra State.

H₀₂: There is no significant relationship between motivational skill and teachers' job performance in public secondary schools in Anambra State.

H₀₄: There is no significant relationship between Interpersonal skills and teachers' job performance in public secondary schools in Anambra State.

Methodology

Correlational research design was adopted for the study. The study was conducted in public secondary schools in Anambra state. The population of the study comprised 263 principals in the 263 public secondary schools in Anambra State. The sample of the study comprised 263 principals in 263 public secondary schools in the six education zones in the State was used for the study. Census sampling was used for this study. Researcher

developed questionnaire titled "Principals' Supervisory skills Questionnaire (PSSQ) and "Teachers Job Performance Questionnaire" (TJSQ) was used for data collection. The first instrument Principal Supervisory Skills Questionnaire (PSSQ) has two sections; Section A and B, Section A contains the demographic information of the respondents while Section B is arranged in four clusters with ten items in each. The instrument is made up of 40 items eliciting information from the respondents and is structured using 4- point type scale weighed as follows: Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) and numerical value of 4, 3, 2 and 1 respectively.

The second instrument titled "Teachers' Job Performance Questionnaire" (TJPQ) is made up of 12 items eliciting information from the respondents and is structured by the researcher using 4 – point scale weighed as follows: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and numerical value of 4,3,2 and 1 respectively. The instrument was validated by three experts two from Educational Management and one from Educational Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The questionnaire was administered to the respondents with the help of five research assistants. The reliability of the instrument was determined using Cronbach Alpha formula and average reliability coefficient showed a value of 0.82 for principal supervisory skills Questionnaire and 0.86 for Teachers Job Performance Questionnaire. Reliability coefficient index showed values which indicated a positive and high reliability, therefore the instruments were considered reliable and adequate for the study.

Data were analyzed using Pearson Product Moment Correlation Coefficient for research

questions, while the hypotheses 1-4 was tested at .05 level of significance using test of significance of Pearson Product Moment correlation coefficient in order to ascertain principals supervisory skills as correlate of Teachers' Job Performance. The null hypotheses was tested at .05 level of significance and the decision rule is If the P -value is less than the significance level ($\alpha = 0.05$), REJECT the null hypothesis in favor of the alternative. Conclude that the correlation is **statically significant** or in simple words "conclude that there is a linear relationship between x and y in the population at the α level" If the P -value is greater than the significance level ($\alpha = 0.05$), we fail to reject the null hypothesis. Conclude that the correlation is **not statically significant**. Or in other words "conclude that there is no significant linear correlation between x and y in the population".

Research Question 1:

What is the extent of the relationship between principals' classroom visitation skill and teachers' job performance in public secondary schools in Anambra State, Nigeria?

Table 1: Summary of Pearson correlation analysis on the extent of relationship between principals' classroom visitation skill and teachers' job performance in public secondary schools in Anambra State, Nigeria

		classroom visitation skill	job performance	Remark
classroom visitation skill	Pearson Correlation	1	.611**	medium positive relationship
	Sig. (2-tailed)		.000	
	N	263	263	
job performance	Pearson Correlation	.611**	1	
	Sig. (2-tailed)	.000		
	N	263	263	

** . Correlation is significant at the 0.05 level (2-tailed).

Table 1 presented an analysis showing that there exist, a medium positive relationship principals' classroom visitation skill and teachers' job performance in public secondary schools in Anambra State, Nigeria .This deduction comes as a result of the 'r' having a medium positive value, $r = .611^{**}$ and $n = 263$. Hence, the study concluded that there exist a medium positive correlation (relationship) between relationship principals' classroom visitation skill and teachers' job performance in public secondary schools in Anambra State, Nigeria.

Research Question 2:

What is the relationship between motivational skill and teachers' job performance in Public Secondary Schools in Anambra State?

Table 2: Summary of Pearson correlation analysis on the extent of relationship between motivational skill and teachers' job performance in Public Secondary Schools in Anambra State

Correlations				
		motivational skill	job performance	Remark
motivational skill	Pearson Correlation	1	.867**	very high positive relationship
	Sig. (2-tailed)		.000	
	N	263	263	
job performance	Pearson Correlation	.867**	1	

Sig. (2-tailed)	.000
N	263

** . Correlation is significant at the 0.05 level (2-tailed).

Table 2 presented an analysis showing that there exist a very high positive relationship between motivational skill and teachers' job performance in Public Secondary Schools in Anambra State to a very high extent. This deduction comes as a result of the 'r' having a positive value, $r = .867^{**}$ and $n = 263$. Therefore, the study concluded that there exist a very high positive (relationship) between motivational skill and teachers' job performance in Public Secondary Schools in Anambra State.

Research Question 3:

What is the relationship between interpersonal skill and teachers' job performance in Public Secondary Schools in Anambra State?

Table 3: Summary of Pearson correlation analysis on between interpersonal skill and teachers' job performance in Public Secondary Schools in Anambra State?

		interpersonal skill	job performance	Remark
interpersonal skill	Pearson Correlation	1	.512**	Medium positive relationship
	Sig. (2-tailed)		.000	
	N	263	263	
job performance	Pearson Correlation	.512**	1	
	Sig. (2-tailed)	.000		
	N	263	263	

** . Correlation is significant at the 0.05 level (2-tailed).

Table 3 presented an analysis showing that there exist a medium positive relationship between interpersonal skill and teachers' job performance in public secondary schools in Anambra State. This deduction comes as a result of the 'r' having a positive value, $r .512 =$ and $n = 263$. Hence, the study concluded that there exist a medium positive correlation (relationship) between interpersonal skill and teachers' job satisfaction in public secondary schools in Anambra State to a medium extent.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between principals' classroom visitation skill and teachers' job performance in public secondary schools in Anambra State, Nigeria?

Table 4: Test of significance of Pearson correlation analysis on the extent of relationship between principals' classroom visitation skill and teachers' job performance in public secondary school sin Anambra State, Nigeria

		Correlations		Remark
		classroom skill	visitation job performance	
classroom skill	Pearson	1	.611**	significance
	Correlation			
	Sig. (2-tailed)		.000	
	N	263	263	
job performance	Pearson	.611* *	1	
	Correlation			
	Sig. (2-tailed)	.000		
	N	263	263	

**. Correlation is significant at the 0.05 level (2-tailed).

Table 4 presented an analysis showing positive value, $r = .611^{**}$ and $n = 263$ and $p\text{-value}.000$. Since the $p\text{-value}$ is less than the stipulated 0.05 confidence level, the null hypothesis is rejected and thus is decided that there is a significant relationship between principals' classroom visitation skill and teachers' job performance in public secondary schools in Anambra State, Nigeria.

Hypothesis 2: There is no significant relationship between principals' motivational skill and teachers' job performance in public secondary schools in Anambra State, Nigeria?

Table 5: Test of significance of Pearson correlation analysis on the extent of relationship between principals' motivational skill and teachers' job performance in public secondary schools in Anambra State, Nigeria

		Correlations		remark
		motivational skill	job performance	
motivational skill	Pearson Correlation	1	.867**	Significance
	Sig. (2-tailed)		.000	
	N	263	263	
job performance	Pearson Correlation	.867**	1	
	Sig. (2-tailed)	.000		
	N	263	263	

**. Correlation is significant at the 0.05 level (2-tailed).

Table 5 above indicates the correlation coefficient (r) as .867 with a $p\text{-value} = 0.000$. Since the $p\text{-value}$ is less than the stipulated 0.05 confidence level, the null hypothesis is rejected and thus is decided that there is a significant relationship between motivational skill and teachers' job performance in Public Secondary Schools in Anambra State.

Hypothesis 3: There is no significant relationship between interpersonal skill and teachers' job performance in Public Secondary Schools in Anambra State?

Table 6: Test of significance of Pearson Correlation Analysis on the relationship between interpersonal skill and teachers' job performance in Public Secondary Schools in Anambra State

		interpersonal skill	job performance	Remark
interpersonal skill	Pearson Correlation	1	.512**	Significance
	Sig. (2-tailed)		.000	
	N	263	263	
job performance	Pearson Correlation	.512**	1	
	Sig. (2-tailed)	.000		
	N	263	263	

**. Correlation is significant at the 0.05 level (2-tailed).

Table 6 above indicates the correlation coefficient (r) as 0.512 with a p-value = 0.000 and n = 263. Since the p-value is less than the stipulated 0.05 confidence level, the null hypothesis is rejected and thus is decided that there is a significant relationship between interpersonal skill and teachers' job performance in Public Secondary Schools in Anambra State.

Discussion

Findings on the relationship between principals' classroom visitation skill and teachers' job performance in public secondary schools in Anambra State, Nigeria showed that there is a significant relationship between classroom visitation skill and teachers' job performance in Public Secondary Schools in Anambra. This finding is as a result of Classroom visitation skill provision of an avenue to study the nature and quality of the students' learning and means by which the teacher guides or directs it, Classroom visitation offers principals an opportunity to understand the status of curriculum and the experience which the students are having. Through visitation,

principals can detect defects in the curriculum or in the teaching and learning process. During class visits, principals should take cognizance of the position of the teacher before their students and the effects of their presence on the teaching and learning activity, classroom visit aims to encourage teachers to be keen on their work. Effective supervision of students written work improves quality of teaching and students learning. These findings of the study are in agreement with Saleh et al., (2019) whose findings revealed that the supervisors' classroom visitation has statistically significant effect on teachers' pedagogical practices in public secondary schools ($R^2=.138$, $F(1,373)=59.691$ $p<.05$). ,

Findings on the relationship between Principals' motivational skill and teachers' job performance in public secondary schools in Anambra State, Nigeria concluded that there exist a very high positive correlation (relationship) between motivational skill and teachers' job performance in Public Secondary Schools in Anambra. Also the study showed that there is a significant relationship between motivational skill and teachers' job performance in Public Secondary Schools in Anambra. These findings finding is as a result of principals agreeing that .motivational skill breeds confidence in teachers, treats every teacher fairly during supervision, makes teachers to be enthusiastic while teaching, compliments during supervision boost teachers' morale, encourage and stir teachers in any school to put in their very best in the discharge of their job. Motivation exhibit persistent and high level of effect toward organizational goals and helped teachers' to be persistent.

Supervisory skills of motivation internally generated drive to achieve a particular goal which could be teachers' job .Teachers who are motivated during supervision enjoy their work, navigate different challenges and setbacks in their workplace and they don't give up their work easily. These findings of the study are in agreement with Denco (2015) whose findings showed that extrinsic motivation given to workers in an organization has a significance influence on the performance of workers. Also, in agreement with Okwatsa (2021) whose major findings showed that principals and teachers believed that rewarding teachers' encouraged their job performance positively and extensively.

Findings on the relationship between Principals' interpersonal and teachers' job

performance in public secondary schools in Anambra State, Nigeria concluded that there exist a medium positive correlation (relationship) and significant relationship between interpersonal skill and teachers' job performance in public secondary schools in Anambra State to a medium extent. The finding of the study is as a result of principals' agreeing that being cheerful with teachers during supervision, adapting to the style to suit different teachers, seeing themselves as part of the teaching staff, sharing problem with teachers during supervision, keeping an informal tone when conversing with teachers, responding appropriately to anxiety in teachers when they arise, monitoring teachers' relationship with the students increase teachers' task performance. This finding is in agreement with the findings of Daniel et al., (2018), which indicated that there was a significant relationship between interpersonal relationship and job performance among employees of Gboko Local Government Area $r(df=136) = 3.28; p < .05$. and also in agreement of Ofojebe and Akudo (2021), whose result showed a strong correlation between interpersonal skills and teachers' job performance in secondary schools in Awka education zone of Anambra.

Conclusion

The study examined principals' supervisory skills and teachers' job performance in public secondary schools in Anambra State, Nigeria. Findings showed that principals' supervisory skills variables: classroom visitation skill, motivational skill, interpersonal skill and communication skill have positive and significant relationship with teachers' job performance in public secondary schools in Anambra State. Thus, the study concluded that the principals' supervisory skills are positive and significant

correlates of teachers' job performance in public secondary schools in Anambra State.

Recommendations

The following recommendations were made from the findings of this study

1) Ministry of education should come up with innovative strategies aimed at training and re-training of principals of secondary schools in classroom visitation for effective supervision, Also Principal as Supervisors should endeavor to pay adequate attention to

classroom visitation and provide professional assistance and guidance where necessary.

2) Principals'' should provide some aspects of reward system such as recognition by school principals, rewards for job well done, teacher of the month to enhance motivation in teachers for improved job performance

3) Ministry of Education should organize workshop and seminars that will enable principals learn Relationship skills: establishing and maintaining healthy and rewarding relationships based

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