



Administrators Supervisory Skills And Teachers Job Performance In Public Senior Secondary Schools In Rivers State

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ABSTRACT

This study investigated the relationship between administrators' supervisory skills and teachers' job performance in public senior secondary schools in Rivers State. A correlational research design was adopted and the population of the study comprised 287 principals in public senior secondary schools in Rivers State. The sample for the study comprised one hundred and eighty (180) public senior secondary school principals in Rivers State drawn using a stratified random sampling technique. The instrument for data collection was a researcher-designed 30-item questionnaire. Mean and standard deviation were used to answer the research questions while r-ratio was used to test the null hypotheses at 0.05 level of significance. Findings revealed that administrators' pedagogical supervisory skills, effective communication supervisory skills, and problem-solving supervisory skills have a strong and positive relationship with teachers' job performance. The study concluded that skills of supervision significantly influenced teachers' job performance positively. Therefore, if the purpose of instructional supervision is to boost teachers' instructional effectiveness these skills should be utilized by supervisors for the realization of the objectives of teaching and learning in educational institutions. The study, therefore, recommended the following amongst others; school principals should ensure effective supervision of teachers' classroom instruction as this will go a long way to enhance teaching and learning in schools.

Keywords: Administrators; Supervisory skills, Job performance, Secondary education.

INTRODUCTION

Educational systems around the world are grappling with the problem of how to improve teaching and learning outcomes, which can be accomplished through effective school supervision. Education which is aimed at imparting knowledge and skill, and inculcating human values helps in personal and professional growth. Education constitutes an essential pre-requisite for achieving national goal of inclusive development and equitable justice to the society. Giving quality education is the priority of each and every nation, it forms the basis of socio-economic and personal growth, an indicator of national progress. Of late, there have been high expectations from schools in terms of transparency and accountability to improve the quality of education. This demand has augmented the need for better supervision of in-house activities of schools. Highlighting the importance of teacher supervision, it is stated that the quality of education is partly determined by how well teachers are trained and supervised, as they are one of the most important inputs to educational delivery.

Organizations supervise and evaluate employees' performance for a variety of reasons, including retention, promotion, and accountability for job-related tasks completion. Education is no exception,

as it necessitates the supervision of classroom instruction in order to evaluate teachers' effectiveness. Furthermore, education aims at bringing about a positive change in the learner's behavior. Learners can only change their behavior based on the amount of instruction they receive at any level of education and how that instruction is delivered during the teaching and learning process. However, well-packaged instruction at any level of education that is not accompanied by effective supervision during the delivery period may fail to achieve the desired results. Because education is on the concurrent list of government in Nigeria, the issue of instructional supervision varies from state to state.

However, some states have adequate arrangements in place to effectively supervise instruction at all levels of education, particularly in secondary schools, whereas others have failed to put in place the necessary machineries to effectively supervise instruction in their secondary schools. The broad goals of secondary education include, among others, the preparation of the individual for useful living within the society. Thus, effective supervision of instruction in secondary schools is required to achieve the stated goals. In general, instructional supervision aims to improve the teaching and learning environment for the benefit of both the teacher and the students. According to Blumberg in Umaru (2018), supervision has begun to focus on improving instruction.

Supervision of instruction in present day Nigeria could be traced to the 1982 Education Ordinance. It was the first attempt by the colonial administration to establish any form of control over the development and growth of schools. The ordinance provided for the establishment of a general board of education which was to appoint an inspector of schools in West Africa. This appointment marked the beginning of the recognition of the need for a form of supervisory service in the educational system. The Federal Republic of Nigeria (2013) identified management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluating students' progress and achievement, promoting and enhancing learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of secondary school principals. The educational policy also makes it clear that one of the cardinal objectives of administration in education is to ensure quality control through regular and continuous supervision of instruction and other educational services.

The process of guiding, directing, and assisting teachers in the improvement of the instructional process is known as supervision. Supervision is further viewed as the process of directing, supervising, guiding, or ensuring that expected standards are met. Supervision can also be defined as anything that aids in the improvement of the teaching and learning processes in schools. It involves supervising teaching and classroom activities of the teachers. Supervision can thus be regarded as an educational process that focuses on the improvement of teaching and learning processes in schools. Supervision is seen as activities carried out by school administrators to influence instruction at all levels of school system (Nakpodia, 2010). Supervision of teachers' instructional activities is very important as it helps to guide, direct and stimulate growth with the aim of improving teaching and learning. Through supervision, teachers are stimulated to grow professionally and develop the necessary skills required for the job of teaching.

Teachers constitute a very vital component rank in education system. They play vital roles in the lives of students in the classrooms. Teachers are best known for the role of educating the students that are placed in their care. They set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models and ensure discipline in the classroom. The major focus of supervision is the classroom teacher aimed at stimulating interest in teachers and learners in order to ensure successful classroom instructional tasks. It is the view of Novit (2018) that ineffective school administrators could not help teachers contribute maximally in/ to instructional success. Ogunsaju (2018) stated that school administrators' supervisory skills include communication skill, conflict resolution skills, leadership skills, critical thinking skills, interpersonal skills, time and priority management skills and problem-solving skills. He further explained that regular classroom supervision could help teachers master the use of instructional materials and develop teacher competency in students' evaluation.

Rand (2018) also listed supervisory skills to include: motivation, demonstration, varsity and generalization differences, problem solving and self-discovery. According to him, problem solving as a skill of supervision could help the teacher in making guided discovery thereby attends to students individually. Novit (2018), Sege (2017) and Oye (2017) stated that communication skill could help

teachers sustain students' interest and improve teachers' class discipline. Job performance according to Okpe (2016) refers to whether a person performs his/her job well. The persistent and prolonged pitiable state of teachers' job performance leading to poor academic achievement of secondary school students in both external and internal examinations in Rivers State has become a source of concern among education stakeholders and parents. This could be that supervision is not adequately carried out by the principals. This research is limited to investigating administrators' supervisory skills and teachers' job performance.

Statement of the Problem

The sustainable development of every country depends on education and good education is as a result of good supervision which requires special skills from school administrators to achieve educational goals and objectives at every level of education. In the case of secondary school, which is saddled with the responsibility of developing individuals' mental ability and character for higher education and useful living within the society. Despite the public longing for effective administrators' supervisory skills and practices for enhanced teachers' performance and effective management of public secondary schools, there is a growing concern on the realization of quality of secondary education objectives and these concerns are centred on principals' irregular supervisory skills and practices which as a consequence could lead to teachers' poor job performance in public senior secondary schools in Rivers State. The persistent and prolonged pitiable state of teachers' job performance could lead to poor academic achievement of secondary school students which is an obvious indication that supervision is not regularly performed by the administrators (principals) in order to provide professional guidance and assistance to teachers to enable them improve on their instructional delivery are lacking despite the fact that work performance of teachers in secondary schools in Rivers State to an extent depends on principals supervisory skills. This is germane because supervisory skills are aimed at correcting observed lapses of teachers with a view to achieving the stated goals and objectives. Again, there has also been limited research studies that have been carried out to ascertain the relationship between administrators' supervisory skills and teachers' job performance in Rivers State. It is against this backdrop that the study strives to investigate the relationship between administrators' supervisory skills and teachers' job performance in public secondary school in Rivers State.

Aim and Objectives of the Study

The aim of this study was to investigate the relationship between administrators' supervisory skills and teachers' job performance in public senior secondary schools in Rivers State. Specifically, the study sought to examine:

1. ascertain the impact of administrators' pedagogical supervisory skills on teachers' job performance in public senior secondary schools in Rivers State.
2. examine the impact of administrators' effective communication supervisory skill on teachers' job performance in public senior secondary schools in Rivers State.
3. determine the impact of administrators' problem-solving supervisory skill on teachers' job performance in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided this study:

1. To what extent does administrators' pedagogical supervisory skill impact teachers' job performance in public senior secondary schools in Rivers State?
2. To what extent does administrators' effective communication supervisory skill impact teachers' job performance in public senior secondary schools in Rivers State?
3. To what extent does administrators' problem-solving supervisory skill impact teachers' job performance in public senior secondary schools in Rivers State?

Hypotheses

The understated null hypotheses guided the study and were tested at 0.05 level of significance:

1. There is no significant relationship between administrators' pedagogical supervisory skill and teachers' job performance in public senior secondary schools in Rivers State.
2. There is no significant relationship between administrators' effective communication supervisory skill and teachers' job performance in public senior secondary schools in Rivers State.
3. There is no significant relationship between administrators' problem-solving supervisory skill and teachers' job performance in public senior secondary schools in Rivers State.

RESEARCH METHODS

This study adopted a correlational research design. The population of the study comprised all the two hundred and eight seven (287) public senior secondary schools across the 23 local government areas of Rivers State. This includes all the 287 male and female principals in the 287 public senior secondary schools in Rivers State. The sample of this study consisted of one hundred and eighty (180) public senior secondary school principals in River State. In order to ensure even representative of the sample, stratified random sampling technique was used to put the principals into three senatorial districts, which are Rivers West, Rivers East and Rivers South-East. A proportion of the principals were randomly selected from each senatorial district based on the sample size. Therefore, sixty (60) principals were selected from each senatorial district. The instrument for data collection was a researchers-designed questionnaire tagged “Administrators’ Supervisory Skills and Teachers’ Job Performance in Public Secondary Schools Questionnaire (ASSTJPPSSQ). The instrument was divided into two sections: A and B. Section A was used to generate demographic variables of the respondents. Section B contained 30 questionnaire items structured in line with the five research questions of this study. The instrument was modified after the Likert scale of 4-point rating: Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) scale of responses. The instrument for this study was constructed and validated under the guidance and scrutiny of the three experts in Measurement and Evaluation in the department of Educational Psychology, Guidance and Counselling University of Port Harcourt, who went through the questionnaire and corrections were made based on their comments. This ensured face and content validities of the instrument. To ensure that the research instrument measures consistently what it is designed to measure, the instrument was trial tested using twenty-five (25) principals who were not part of the study. The data generated were analyzed to establish its internal consistency which PPMC was used for reliability estimates, and was used to show that the instrument was adjudged reliable enough and its reliability index stood at 0.71. Pearson Product Moment Correlation (PPMC) was used to estimate the proportion of variance that is systematic or consistent in a set of scores. The instrument was administered to the respondents in their various schools. The researcher, with the help of three trained research assistants visited the public senior secondary schools in Rivers State to administer the instrument. All the copies of the questionnaire were collected on the spot. The data collected was analyzed using mean and standard deviation for the research question while r-ratio was used to answer the research hypotheses at 0.05 level of significance. 2.50 was used as the criterion mean.

RESULTS

Research Question 1: *To what extent does administrators’ pedagogical supervisory skill impact teachers’ job performance in public senior secondary schools in Rives State?*

Table 1: Summary of Mean and Standard deviation of respondents on the extent to which administrators’ pedagogical supervisory skill impacts teachers’ job performance in public senior secondary schools in Rives State.

S/N	ITEMS	VHE	HE	LE	VLE	\bar{X}	S.D	DECISION
1	Administrator’s pedagogical supervisory skill helps teachers prepare their lesson plans and lesson notes on daily bases	105 (58%)	50 (28%)	20 (11%)	5 (3%)	3.42	0.99	VHE
2	It helps to ascertain teachers’ lesson effectiveness	97 (54%)	49 (27%)	31 (17%)	3 (2%)	3.33	0.96	VHE
3	Ensures that teachers have functional instructional materials	108 (60%)	51 (28%)	16 (9%)	5 (3%)	3.46	1.03	VHE
4	Assists teachers to develop curriculum according to the age ability of learners.	111 (62%)	45 (25%)	20 (11%)	4 (2%)	3.46	1.02	VHE
5	Encourages teachers in the use of continuous assessment	123 (68%)	36 (20%)	10 (6%)	11 (6%)	3.51	0.97	VHE
6	Administrator-teacher relation improve teachers’ job performance.	115 (64%)	40 (22%)	20 (11%)	5 (3%)	3.47	1.00	VHE
7	Administrator’s pedagogical supervisory skill makes teachers always come with lesson plans in class which in turn improves their job performance	98 (54%)	67 (37%)	13 (7%)	2 (1%)	3.45	1.02	VHE
8	Administrator’s pedagogical supervisory skill influences of regular classroom supervision on teachers’ job performance	125 (69%)	34 (19%)	16 (9%)	5 (3%)	3.55	0.89	VHE
9	Administrator’s pedagogical supervisory skill improves teacher instructional ability and job performance	86 (48%)	76 (42%)	10 (6%)	8 (4%)	3.33	1.03	VHE
10	Administrator’s pedagogical supervisory skill improves teacher-student Relationship and job performance	107 (59%)	61 (34%)	8 (4%)	4 (2%)	3.51	0.99	VHE
Grand Mean						3.45	0.99	VHE

Research Data, (2022) n = 180

The descriptive analysis on Table 1 presents the responses of principals on the extent to which administrators’ pedagogical supervisory skill impacts teachers’ job performance in public senior secondary schools in Rives State. Table 1 showed that the average mean score of respondents was 3.45 with a standard deviation of 0.99. Thus, respondents were in agreement that administrators’ pedagogical supervisory skill impacts teachers’ job performance in public secondary schools in Rives State to a very high extent.

Research Question 2: *To what extent does administrators' effective communication supervisory skill impact teachers' job performance in public senior secondary schools in Rivers State?*

Table 2: Summary of Mean and Standard deviation of respondents on the extent to which administrators' effective communication supervisory skill impacts teachers' job performance in public senior secondary schools in Rivers State.

S/N	ITEMS	VHE	HE	LE	VLE	\bar{X}	S.D	DECISION
11	Effective communication supervisory skill improves teachers' classroom management	87 (48%)	73 (41%)	16 (9%)	4 (2%)	3.35	1.00	VHE
12	It helps teacher to sustain students' interest in the lesson	90 (50%)	51 (28%)	23 (13%)	16 (9%)	3.19	0.87	VHE
13	Effective communication supervisory skill makes lesson delivery easier for the teacher	109 (61%)	47 (26%)	21 (12%)	3 (2%)	3.46	1.02	VHE
14	It improves teachers' class control and discipline	112 (62%)	60 (33%)	6 (3%)	2 (1%)	3.57	0.98	VHE
15	It improves teachers' time management	90 (50%)	72 (40%)	12 (7%)	6 (3%)	3.86	0.85	VHE
16	When administrators communicate new ideas to the teachers, it improves their job performance	111 (62%)	50 (28%)	10 (6%)	9 (5%)	3.46	1.01	VHE
17	Administrator's effective communication supervisory skill creates room for exchange of ideas among teachers and improves job performance	124 (69%)	34 (19%)	19 (11%)	3 (2%)	3.55	0.87	VHE
18	Administrator's effective communication supervisory skill provides opportunity for analysis of new ideas which enhances job performance	100 (55%)	65 (36%)	10 (6%)	5 (3%)	3.44	1.04	VHE
19	Administrator's effective communication supervisory skill provides platform for evaluation of new concepts which improves job performance	97 (54%)	57 (32%)	16 (9%)	10 (6%)	3.34	1.05	VHE
20	Administrator's effective communication supervisory skill creates forum for making useful suggestions for solving educational problems thereby enhancing teachers' job performance	110 (61%)	44 (24%)	19 (11%)	7 (4%)	3.43	1.02	VHE
Grand Mean						3.47	0.97	VHE

Research Data, (2022) n=180

The data presented on table 2 shows that respondents rated all items very high extent. The grand mean stood at 3.47 with standard deviation of 0.97 showing homogeneity. Judging by the result, respondents were in agreement that to a very high extent, administrators' effective communication supervisory skill impacts teachers' job performance in public secondary schools in Rivers State. Therefore, answer to research question two is that administrators' effective communication supervisory skill has strong impacts on teachers' job performance in public secondary schools in Rivers State.

Research Question 3: *To what extent does administrators' problem-solving supervisory skill impact teachers' job performance in public senior secondary schools in Rivers State?*

Table 3: Summary of Mean and Standard deviation of respondents on the extent to which administrators' problem-solving supervisory skill impacts teachers' job performance in public senior secondary schools in Rivers State.

S/N	ITEMS	VHE	HE	LE	VLE	\bar{X}	S.D	DECISION
21	Administrator's problem-solving supervisory skill helps teachers to discover students' strength and weaknesses	100 (56%)	61 (34%)	19 (11%)	0 (0%)	3.45	0.91	VHE
22	Problem solving supervision skill helps the teacher to attend to students individually	78 (43%)	80 (44%)	13 (7%)	9 (5%)	2.71	0.67	HE
23	Helps the teacher in making guided discovery	93 (52%)	67 (37%)	27 (15%)	3 (2%)	3.50	0.98	VHE
24	Improves teacher-student relationship	90 (50%)	80 (44%)	10 (6%)	0 (0%)	3.39	0.78	VHE
25	Makes both the teacher and students to be focused	79 (44%)	90 (50%)	10 (5%)	1 (1%)	3.32	0.55	VHE
26	Problem solving supervision skill helps to expose areas the teacher needs assistance and guidance in the classroom thereby improving teachers' job performance	88 (49%)	57 (32%)	21 (12%)	14 (8%)	3.22	0.75	HE
27	Administrators' problem-solving skill helps teacher discover his/her deficiencies and improves job performance	102 (57%)	52 (29%)	16 (9%)	10 (6%)	3.37	0.61	VHE
28	Administrators' problem-solving skill creates a friendly learning environment which enhances job performance	97 (54%)	67 (37%)	9 (5%)	7 (4%)	3.41	0.54	VHE
29	Administrators' problem-solving skill ensures teachers training to improve their job performance	106 (59%)	43 (24%)	21 (12%)	10 (6%)	3.36	0.65	VHE
30	Administrators' problem-solving skill engages in teacher personnel administration and job performance	110 (61%)	56 (31%)	9 (5%)	5 (3%)	3.51	0.48	VHE
Grand Mean						3.32	0.69	VHE

Research Data, (2022) n=180

Data on table 3 showed that the grand mean score of respondents was 3.32 with a standard deviation of 0.69. This clearly showed that the grand mean exceeded the criterion mean of 2.50. Hence respondents were of the opinion that to a very high extent, administrators' problem-solving supervisory skill impacts teachers' job performance in public secondary schools in Rivers State.

Test of Hypotheses

Hypothesis One: There is no significant relationship between administrators' pedagogical supervisory skill and teachers' job performance in public senior secondary schools in Rivers State.

Table 4: Transformed r-ratio on the relationship between administrators' pedagogical supervisory skill and teachers' job performance in public senior secondary schools in Rivers State

Variable	Σ	Σ^2	n	df	ΣXY	r	r-ratio	z-crit.	Decision
Administrators' pedagogical supervisory skill	10246	2661	180	178	2867	0.86	34.20	1.96	Rejected H_0
Teachers' job performance	11220	3980							

Data presented on Table 4 reveal that a high and positive relationship exists between administrators' pedagogical supervisory skill and teachers' job performance. To establish the significance of the relationship, r-ratio was computed and an index of 34.20 was obtained. This was compared to the critical z-value of 1.96 at the 0.05 level of significance with a degree of freedom of 178, indicating that there is a significant positive relationship between administrators' pedagogical supervisory skill and teachers' job performance (calculated $z = 34.20 < \text{critical } z = 1.96$ at $p < 0.05$ and $df = 178$). Therefore, the null hypothesis of no significant relationship between administrators' pedagogical supervisory skill and teachers' job performance is rejected.

Hypothesis Two: There is no significant relationship between administrators' effective communication supervisory skill and teachers' job performance in public senior secondary schools in Rivers State.

Table 5: Transformed r-ratio on the relationship between administrators' effective communication supervisory skill and teachers' job performance in public senior secondary schools in Rivers State.

Variable	Σ	Σ^2	n	df	ΣXY	r	r-ratio	z-crit	Decision
Administrators' effective communication supervisory skill	10655	2634	180	178	2664	0.72	27.20	1.96	Rejected H_{0_2}
Teachers' job performance	11360	3788							

Data presented on Table 5 reveal that a high and positive relationship exists between administrators' effective communication supervisory skill and teachers' job performance. To establish the significance of the relationship, r-ratio was computed and an index of 27.20 was obtained. This was compared to the critical z-value of 1.96 at the 0.05 level of significance with a degree of freedom of 178, indicating that there is a significant positive relationship between administrators' effective communication supervisory skill and teachers' job performance (calculated $z = 27.20 < \text{critical } z = 1.96$ at $p < 0.05$ and $df = 178$). Therefore, the null hypothesis of no significant relationship between administrators' effective communication supervisory skill and teachers' job performance is rejected.

Hypothesis Three: There is no significant relationship between administrators' problem-solving supervisory skill and teachers' job performance in public senior secondary schools in Rivers State.

Table 6: Transformed r-ratio on the between administrators' problem-solving supervisory skill and teachers' job performance in public senior secondary schools in Rivers State.

Variable	Σ	Σ^2	n	df	ΣXY	r	r-ratio	z-crit.	Decision
Administrators' problem-solving supervisory skill	10731	2759	180	178	2887	0.83	29.38	1.96	Rejected H_{0_3}
Teachers' job performance	11360	3399							

Data on Table 6 reveal that a high positive relationship exists between administrators' problem-solving supervisory skill and teachers' job performance. To establish the significance of the relationship, r-ratio was computed and an index of 29.38 was obtained. This was compared to the critical z-value of 1.96 at the 0.05 level of significance with a degree of freedom of 178, indicating that there is a significant positive relationship between administrators' problem-solving supervisory skill and teachers' job performance (calculated $z = 29.38 < \text{critical } z = 1.96$ at $p < 0.05$ and $df = 178$). Therefore, the null hypothesis of no significant relationship between administrators' problem-solving supervisory skill and teachers' job performance secondary is rejected.

DISCUSSION

Findings from the results of data analyses for this study are discussed below:

Administrators' Pedagogical Supervisory Skill and Teachers' Job Performance

The evidence deduced from the study showed that respondents were in agreement that administrators' pedagogical supervisory skill impacts teachers' job performance in public secondary schools in Rivers State to a high extent. Again, findings also showed there is a significant relationship between administrators' pedagogical supervisory skill and teachers' job performance in secondary schools in Rivers State. This result suggests that administrators' pedagogical supervisory skill plays a significant role in the job performance of teachers in terms of instructional ability, classroom discipline, communication effectiveness, teaching method and use of teaching aids. This means that a principal's supervisory technique of visiting classrooms on regular basis to observe, not only how teachers teach,

but also the total learning situation and teachers-students relationship, enhances teachers' job performance. This finding corroborates the discovery of Ekpoh (2015) that principals' supervisory techniques in terms of classroom visitations, workshops, micro teaching have significant positive relationship with teachers' job performance. The findings also revealed that the higher the principal's use of supervisory technique of classroom visitation, the higher the teacher job performance in terms of instructional ability, classroom discipline, communication effectiveness, teaching methods and use of instructional materials. Also, Asiyai (2011) revealed that classroom visitation and regular checking of teachers' lesson notes were among effective strategies for instructional supervision. The finding is in line with Ogunaju (2018) who suggested that regular classroom supervision could help teachers attend to students individually.

Administrators' Effective Communication Supervisory Skill and Teachers' Job Performance

The evidence from the study showed that respondents were in agreement that to a very high extent, that administrators' effective communication supervisory skill impacts teachers' job performance in public secondary schools in Rivers State. Data further revealed strong and positive relationship between administrators' effective communication supervisory skill and teachers' job performance in public secondary schools in Rivers State. This is in line with Mend (2014) who opines that communication is the process of conveying information through writing, speaking or using some other medium. He went further to stress that communication is very important in a school setting from principal to teachers, teachers to students, principal/teachers to parents and vice versa. This finding is also in line with the discovery of Novit (2018), Sege (2017) and Oye (2017) who stated that communication skill helps teachers to sustain students' interest and improves teachers' class discipline.

Administrators' Problem-Solving Supervisory Skill and Teachers' Job Performance

The analysis of the data showed that respondents were of the opinion that to a high extent, administrators' problem-solving supervisory skill impacts teachers' job performance in public secondary schools in Rivers State. Again, results revealed a significant relationship between administrators' problem-solving supervisory skill and teachers' job performance in public secondary schools in Rivers State. This therefore, means that problem solving skill significantly influenced teachers' job performance. The finding is in line with Rand (2018) who stated that problem solving skill helps teachers in making guided discovery thereby helps the teacher attend to students individually.

CONCLUSION

From the result of the findings of the study presented and discussed, the study concluded that supervision requires the leader to oversee, assess, evaluate and direct teachers as well as school administrators to ensure an educational institution is meeting its goals. Also, successful supervision promotes a vision to implement change in the school system that facilitates improvement. Again, the results and discussions of the findings showed that skills of supervision such as pedagogical skill, communication skill, discipline, problem solving skill, and regular classroom supervision skills significantly influenced teachers' job performance positively. Therefore, if the purpose of instructional supervision is to boost teachers' instructional effectiveness these skills should be utilized by supervisors for the realization of the objectives of teaching and learning in educational institutions.

Based on the findings and conclusion of the study, the following recommendations are made:

1. Supervisors in all education industry especially those concerned with instructional supervision should endeavour to use skills that would promote teachers' instructional delivery.
2. Necessary facilities and instructional materials should be supplied to all secondary schools in order to generate effective functional school system that would facilitate effective supervision exercise.
3. School principals should ensure effective supervision of teachers' classroom instruction as this

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