INFLUENCE OF PRINCIPAL/TEACHERS' RELATIONS AND SUPERVISORY PRACTICES ON TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS OF EDU LGA OF KWARA STATE.

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Abstract

The study examined influence of principal/teachers' relations and supervisory practices on teachers' job performance in secondary school in Edu LGA of Kwara State. It adopted descriptive survey design, with a sample of 140 teachers using stratified sampling technique. A researcher-designed questionnaire was used to collect data. It was validated, with reliability coefficient of .78. Two research questions were raised and two research hypotheses formulated to guide the study. Data analysis was carried out using mean and standard deviation, while linear regression was used to test the hypotheses. Findings of the study revealed low principal/teachers' relations (mean = 1.94) and low supervisory practices in schools (Mean = 1.92); while principal/teachers' relations significantly influenced teachers' job performance ($F_{(96)}$= 333, P<0.05) and principals' supervisory practices also influenced teachers' job performance in schools ($F_{(96)}$= .912, P<0.05). It was concluded that principal/teachers' relations and supervisory practices influenced teachers' job performances in the schools. It is recommended that Ministry of Education should expose principals to staff relations and supervisory practices. Regular training on human relations and supervisory activities should be provided by Universities and Colleges of Education, to improve principals' relations with staff. and their supervisory practices for the enhancement of teachers' job performances in schools.

Keywords: Human Relations, Supervision, Job performance, secondary schools, Principals.

Introduction

Education is an instrument per excellence for national development, and institutional workers are key participants in the accomplishment of this goal. In secondary schools, principals and classroom teachers play prominent roles in actualizing the objectives of education at that level. The cordial relationship between principals and the teachers and regular supervision of classroom activities, go a long way at producing quality graduates who will positively impact upon the larger society. In this wise, principals are expected to demonstrate requisite managerial skills to guide and mentor teachers in the discharge of their duties. In demonstrating skills, principals must acknowledge the human nature of teachers, in order to motivate and guide them to effectively deliver on their mandate.

In Kwara state, Nigeria, Edu Local Government Area is considered educationally disadvantaged, with a significant lack of opportunities for education in terms of limited access, low consideration for education, poor funding; and inadequate school buildings, classrooms and other infrastructural facilities for education (Kwara State Government. (n.d.). Education; Nigeria Education Sector Analysis: An analytical Synthesis of Performance and Main Issues, 2018). This has resulted in the low level of educational development in the area, with an observed poor

performances by students in secondary schools in the local government area. Despite government' efforts at improving the provision of education in the area through increased provision of facilities, renovation of schools, additional posting of teachers to schools in the area; the output in terms of teachers' job performance, measured by students academic performances is still low (Umar, 2023).

Observation of the researcher show that staff, for varying reasons, give less than their required output. This study therefore focus on the extent to which principals' guidance and mentor-ship in the discharge of duties, and the acknowledgement of the human nature of teachers, affect teachers' job performance. The study considered the influence of principals' human relations practices and supervision on teachers' job performance in secondary schools. This is with a view to considering if the variables promotes closer cordial relationship, to help teachers understand their weaknesses, provides guidance with strategies that seek to improve their work, or promote listening to teachers' challenges and addressing same as best as the principals can. The focus is on promoting dedication and improving teachers performances in schools.

The study is established upon the foundation of Elton Mayo's management theory of the 1920's which considers employees motivation through relational factors of attention and close friendship far more important, than by monetary rewards or environmental factors of lighting, and humidity. His theory differs from Fredrick Taylor's who viewed workers as machines, as Mayo emphasized need for organizations to treat workers as individuals with needs. The study revealed that people view their work as significant for organizational success

School principals relate with other members of the school community through their routine responsibilities of allocating school resources, ensuring discipline, overseeing teaching and learning in classrooms, evaluating teachers, coordinating parents/teachers meeting and sometimes hosting the school community members. All these require the demonstration of appropriate skills. Olorisade (2008) established that the demonstration of skills by institutional managers had no direct significant relationship with students' academic performances, as it is brought to bear on teachers; who then bring the effect to bear on students while teaching. Principal' human relations refers to the manner in which he/she associates with people, and treats individuals in professional context. It could means the relationship between groups of people, especially between different workers in organizations, which makes them feel useful and important part in the overall success of organizations. According to Omebe (2014), staff relations are social support and cooperation that exists in a workplace. It is believed that when principals relate well with teachers, there is tendency for the teachers to strive to give their best service.

On the other hand, supervision refer to the act of overseeing the task of teachers in the school setting. It is a process that assist the supervised to discover self and get properly guided to perform tasks. Supervision provides guidance, support, improves standards, reduce incidence of mistake and risk. It provides opportunities to share useful hints and information, and to discuss challenges being faced. This promotes confidence in the teachers who are supervised, and enables them manage situations well. According to Zachariah (2013), school principals are expected to demonstrate supervisory skills in solving instructional problems, addressing

classroom issues of teachers, analyzing teaching, monitoring performance and evaluating classroom instructions.

Job performance describes the tasks performed by teachers in the school system within a time-frame, towards achieving educational objectives. It refers to the curricular role of teachers at helping students achieve the set educational objectives. Teachers' job performance focuses on helping students' to effectively master contents of instructions. The essence of teachers' performance is essentially to aid students achievements in schools. Many factors influence students' learning, but teacher factor has been confirmed to impact students' achievement more, necessitating the focus on teachers' job performances in schools.

Statement of Problem

School performances reflects the effectiveness of school systems and provides a gauge for the investment of parents and government. Over the last few years, students performances in secondary schools in Edu Local Government Areas had been observed to be consistently low (Umar, 2023). This is in-spite of the efforts of government to shore it up through the provision of additional facilities, provision of teachers and renovation of classrooms in the schools. According to Olorisade et al (2023), students performances in schools has been attributed to many factors among which are; school factor, parental factor, economic, government and societal factors. In the school system, the key players are the administrators, teaching and non-teaching staff as well as the students themselves. The administrator and teacher-factors in the school system, play important roles at improving school performances. Earlier researchers had focused on principals' managerial skills and school effectiveness (Olorisade et al. 2023); principals' human resource management practices and teachers effectiveness (Olorisade, et al. 2023), among many others; but from the researcher's observation, schools in Edu Local Government Area has not shown desired improvement to match investment in education at the secondary level, which may have resulted from lack of motivation, teachers' waning interest in the job, poor pay and poor attendance at work. This prompted the current research on human relations and supervision as factors that can contribute to achieving improved performances in the schools. The study therefore considers the influence of principals' human relation with teachers and principals' supervision on teachers job performance in schools.

Research Questions

The following questions guided the study;

1. What is the level of principal/teachers relations in secondary schools in Edu Local Government Area of Kwara State?
2. What is the level of principals' supervisory practices in secondary schools in Edu Local Government Area of Kwara State?

Research Hypotheses

The following hypotheses were formulated to guide the study;

Ho1: There is no significant influence of principal/teachers relations on their job performance in secondary schools in Edu Local Government Area of Kwara State.

Ho2: There is no significant influence of principals' supervisory practices on teachers'

job performance in secondary schools in Edu Local Government Area of Kwara State.

Methodology

The study adopted the descriptive survey design, which enabled the researcher describe the influence of human relations and supervision on teachers' job performance. The population of the study were the 219 senior secondary school teachers, and the principals from the 13 schools, in Edu Local Government Area of Kwara State. A sample of 140 teachers from very large schools was obtained for the study, using stratified sampling technique. Instrument for data gathering was a researcher developed questionnaire which was subjected to face and content validity, after which reliability of the instrument was determined with a coefficient of 0.78. A proforma, to obtain students results was used in determining staff performance. Data analysis were carried out using mean and standard deviation; while linear regression was used to test the hypotheses at .05 level of significance. The following boundaries were set in taking decisions on research question - very low: 0.00 - 0.99; low: 1.00 -1.99; high: 2.00 - 2.99; very high: 3.00 - 4.00.

Results

Research Question 1: What is the level of principal/teachers relations in schools

Table 1: Level of principal/teachers relations in Edu LGA secondary schools

S/N	Staff Relation Issues	Mean	SD	Remarks
1.	Principals relate with teachers, professionally	1.94	0.67	Low
2.	Communication with staff is appropriately done	1.91	0.75	Low
3.	Principals assist teachers to achieve high productivity	1.98	0.80	Low
4.	Principals assist teachers to cope with unfair treatment	2.03	0.70	High
5.	Staff relations with principals encourages cooperation	1.95	0.75	Low
6.	Relationship between principals and teachers is cordial	1.88	0.62	Low
7.	Teachers are involved in decision making, in schools	1.88	0.64	Low
8.	Principals and teachers brainstorm to proffer solutions	2.01	0.73	High
9.	Decisions on activities/changes, properly communicated	1.85	0.67	Low
10.	Teachers freely suggest improvements in school activities	1.99	0.67	Low
Weighted Average		**1.94**	**0.98**	**Low**

Data in Table 1 revealed the level of principal/teachers relations in Edu Local Government secondary schools which is generally low. Principals' professional relationship, communication, encouragement of teachers, involvement in decision making and freedom of teachers to make suggestions were low; while assistance to cope with unfair treatment and brainstorming together were high. The weighted mean is 1.94, which is a numeric indicator of a low level principal/teachers relations in secondary schools in Edu LGA. The principal/teachers' relations as revealed in the study shows; limited interactions to jointly solve problems in schools, which does not make teachers see themselves as significant team members partnering with principals to enhance performances in schools; poor cooperation among principals and teachers, likely to encourage working at cross-purposes; desire of teachers to minimally work for their pay without commitment for enhanced performance. All these contribute to the observed low level of principal/teacher's relations in schools.

Research Question 2: What is the level of principals' practices in schools ?

Table 2: Level of principals' supervisory practices in Edu LGA secondary schools

S/N	Principals' Supervision	Mean	SD	Remarks
1.	Gives useful suggestions, after classroom interactions	1.98	0.72	Low
2.	Makes teachers aware of useful resources for teaching	1.85	0.67	Low
3.	Promotes self-discovery by teachers, after class interactions	1.93	0.68	Low
4.	Assist in solving instructional problems observed in classes	1.92	0.76	Low
5.	Help teachers to improve on classroom delivery	1.91	0.65	Low
6.	Guides teachers in overcoming weaknesses in class teaching	2.07	0.71	High
7.	Encourage professional development, based on class assessment	1.91	0.70	Low
8.	Provides performance based feedback and counselling	1.90	0.63	Low
9.	Promotes effective teaching, through assessment feedback	1.82	0.63	Low
10.	Impact positively on teachers' commitment, through assessment	1.90	0.59	Low
	Weighted Average	**1.92**	**0.67**	**Low**

Table 2 data revealed principals supervisory practices to provide useful hints to teachers was at a low level, just as it makes teachers aware of useful resources, promoting self-discovery, assist in solving instructional problems, at a low level. The supervision provides performance based feedback, and opportunities for counselling to a low level; while the practice of guiding teachers to overcome classroom weaknesses was at a high level (Mean = 2.07). The weighted average revealed a mean of 1.92 and standard deviation of 0.67, indicating that supervisory practices were generally carried out at a low level in the secondary schools. The low level supervision by principals revealed a poor preparation for the task of school leadership, inability to adequately supervise teachers, fear of a lower grade-level principal supervising teachers on higher grade levels, laziness and nonchalance of principals in performing their assigned duties.

Hypothesis 1: There is no significant influence of principal/teachers' relations on their job performance in secondary schools.

Table 3: Regression analysis of influence of principal/teachers relations on teachers job performance.

Variable	Mean	SD	N	R	R Square	Adjusted R Square	F
Staff Relations Activities	19.58	4.274	96	.059	.067	-.007	.333
Teachers Performance	28.57	5.140					

Dependent Variable: Teacher Performance

Data in table 3 indicated that there was positive influence of principal/teachers relations on teachers performances in schools (R = .059), while the R-Square (.067) indicate that the the variable of staff relations (independent variable) explained 6.7% variation of teachers

performance (dependent variable). The hypothesis is therefore rejected, as there was an influence of principal/teachers relations on teachers' job performance.

Hypothesis 2: There is no significant influence of principals' supervisory activities on teachers' job performance in secondary schools in Edu Local Government Area of Kwara State.
Table 4: Regression analysis of influence of principals' supervisory practices on teachers job performance in schools.

Variable	Mean	SD	N	R	R Square	Adjusted R Square	F
Principals' Supervision	19.36	3.969					
			96	.098	.010	.000	.912
Teachers Performance	28.57	5.140					

Dependent Variable: Teacher Performance

Table 4 result indicate that there was positive influence of principals' supervisory practices on teachers performance in Edu LGA schools (R = .098) and the R-Square is .010, revealing that the supervision of principals (independent variable) explained 1.0% variation of teachers performance (dependent variable). The hypothesis is therefore rejected, as it was established that principals' supervisory practices influence teachers' job performance.

Discussion of Findings

The research findings established that principal/teachers relations in Edu LGA secondary schools was generally low; with Principals' professional relationship, communication, encouragement of teachers, involvement in decision making and freedom of teachers to make suggestions being low; while assistance to cope with unfair treatment and brainstorming together were high. It was also established that principal/teachers relations influence teachers job performance.

With the observed low level of principal/teachers relations established, and the influence of principal/teachers relation on job performance, it is not a surprise that teachers' job performance will be negatively affected. This might have contributed to the observed poor performances in schools. This implies that with improved staff relations, the performances of teachers can be enhanced to promote better academic achievement of students, in the schools. This corroborates the submission of Uzoechina and Nwanko (2017) who argued that there was a moderate positive relationship between principals/staff relations practices and teachers' job performance in public secondary schools in Anambra state.

The study also revealed that principals supervisory practices to provide useful hints to teachers was at a low level; just as it promotes self-discovery, and assist in solving instructional problems, at a low level. It also provided performance based feedback, and opportunities for counselling at a low level; while the practice of guiding teachers to overcome classroom weaknesses was at a high level (Mean = 2.07). There was positive influence of principals' supervisory practices on teachers performance in Edu LGA schools (R = .098) in this study.

The established low level of principals' supervisory practices in schools, revealed that the required assistance that teachers would have benefited from, was missing. This could have contributed to the observed poor performances in the schools. It implies that with improvements in principals' supervisory practices, there is the assurance of improved teacher performance for enhanced students academic achievement in the schools. This agrees with Chukwuemeka et al. (2021) submission that classroom observation influence teachers' job performance in secondary schools. It is also in line with the submission of Zikanga, et al. (2021) that supervision had a positive and significant influence on teachers job performance.

Conclusion

In conclusion and based on the findings of this study, principal/teachers' relations and supervisory practices were low in Edu LGA of Kwara State. Principal/teachers' relations and supervision influenced teachers' job performances in secondary schools in Edu Local Government Area of Kwara State. To improve on teachers' job performance, therefore, there is the need to improve principal/teachers' relations. This will require principals to improve on their interaction with teachers, involving teachers more in decision making and giving teachers more freedom to make suggestions. Again, principals will require to undergo training on effective school supervision, to enable them provide useful hints for teachers to improve classroom delivery, promote their self-discovery, and assist them in solving instructional problems.

Recommendations

Based on the findings of this study, the following recommendations are put forward to improve teachers' job performance and by extension students' academic achievement, in schools;

1. The Ministry of Education should take up the responsibility of exposing principals to regular in-service training on effective supervisory practices, and they should mandate principals to submit regular supervisory reports on teachers, for scrutiny, assessment and proper guidance. This will go a long way to shore up principals' supervisory practices, and will enhance teachers' job performances in schools.
2. State and zonal leadership of the Nigerian Union of Teachers (NUT) and All Nigerian Conference of Principals of Secondary Schools (ANCOPSS) should brace up at organizing regular workshops/seminars to equip principals, especially newly appointed ones, to master appropriate human relations and supervisory practices required in schools.
3. The Faculties of Education in Universities, and Colleges of Education should take up the responsibility of regular training for secondary school principals, on ways of improving human relations practices in schools and to expose them to ways of carrying out appropriate and effective supervisory practices for enhanced teachers' job performance.

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