

Administrators' Workshop Supervisory Skill and Teachers' Job Performance in Secondary Schools in Ibadan North Local Government Area of Oyo State, Nigeria

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ABSTRACT

This research examined administrators' workshop supervisory skill and teachers' job performance in secondary schools in Ibadan North Local Government Area of Oyo State. Two research questions and hypotheses were raised to guide this study. The study adopted a descriptive survey research design with the use of questionnaire tagged: "Administrators Workshop Supervisory Skill, Teachers' Lesson Planning and Classroom Discipline Performance Questionnaire (AWSSTLPCDPQ)" as the primary instrument for data collection. Drawing on simple random and proportionate to size sampling techniques, data were collected from 389 teachers in 17 public secondary schools in Ibadan North local government area. Data gathered were analysed using a combination of descriptive and inferential statistical analysis. Findings revealed a high level of administrators' workshop supervisory skill for teachers' lesson planning performance ($\bar{x} = 2.525$) and classroom discipline performance ($\bar{x} = 2.523$) in the public secondary schools. There were also positive significant relationship between administrators' workshop supervisory skill and teachers' lesson planning performance ($r = .351$, sig. = .038, $P < 0.05$) and classroom discipline performance ($r = .340$, sig. = .035, $P < 0.05$). It was recommended among others were that school administrators should ensure they participate in professional development programmes that can enhance their workshop supervisory skills, especially in areas like lesson planning, and classroom management techniques and offer workshops and training sessions for teachers on specific topics like effective lesson planning, classroom management strategies, and addressing student discipline issues.

Keywords: Workshop Supervisory Skill, Lesson Planning Performance, Classroom Discipline Performance

Word Count: 246

INTRODUCTION

Teachers' job performance which is how well teachers carry out their duties play a crucial role in shaping the public secondary school educational landscape and influencing the overall effectiveness of the organisation. Teachers are members of staff whose performance can either make or mar the attainment of public secondary school goals and objectives. As human resource, they play a crucial role in the teaching and administrative affairs of the school which makes their job performance very vital.

Teachers perform their responsibilities in line with the directives of the public secondary school in order to meet its goals and objectives (Oresajo et al., 2020). In the context of this study, teachers' job performance is specified in two areas of responsibilities which are – lesson planning and classroom discipline. Teacher lesson planning performance refers to the effectiveness and quality of a teacher's ability to prepare for and structure learning experiences. It encompasses the process of outlining lesson objectives, content, activities, and assessments to guide student learning and improve academic outcomes (Khan et al., 2024; Okeze, 2022). Even though, lesson plan is a must for teachers, some teachers in Ibadan north local government area of Oyo State consider it to be a burden and prepare it poorly. Some of them usually copy what was written last year for their current class. They believe there is no new thing to teach the student, this leads to poorly executed classes that confuse students and hinder learning (Abiodun-Oyebanji, 2021; Faremi, 2021; Oyedeji, 2023).

Classroom discipline performance refers to how well teachers are able to create effective teaching and learning processes that, in turn, lead to high student academic achievement. Classroom discipline performance is the level at which teachers are able to enforce order and adherence to rules within a learning environment. It encompasses the effectiveness of teachers in managing student behaviour, creating a positive and focused learning atmosphere, and fostering students' self-control and respect (Abiodun & Olaniyi, 2021). However, it has been observed that some teachers in public secondary schools in Ibadan north local government area are often unable to effectively inculcate or maintain discipline and foster a positive learning atmosphere. Consequently, ineffective discipline performance among teachers can lead to increased students' misbehaviour, reduced instructional time, and ultimately, lower academic achievement (Adeleke & Adeleke, 2024; Adegoke & Orekelewa, 2020; Osadebe, 2024).

Few studies have been able to unravel predictors of low to average job performance of secondary teachers in areas of lesson planning and classroom discipline in Ibadan North Local Government Area, Oyo State. Some of these factors include but not limited to: professionalism, work life balance, school location, infrastructural facilities, government support services, professionalism, job security and instructional strategies (Abiodun-Oyebanji, 2021; Akinkuade, 2021; Akinkuade & Oredein, 2021; Asiyanbi & Kazeem, 2019; Faremi, 2021; Oyedeji, 2023). However, the role of administrators' workshop supervisory skills on teachers' job performance in areas of lesson planning and classroom discipline in Ibadan North Local Government Area, Oyo State is scarce.

Administrators' supervisory skills are vital competencies and proficiencies required of principals (administrators) for overseeing, coordinating and managing the activities of both students and members of staff in secondary schools (Obuakor et al., 2021). Administrators' supervisory skills may include: classroom visitation/observation, demonstration, workshops, ethical supervision and micro-teaching skills among others (Egbedi & Mukoro, 2024). This study however focused on workshop supervisory skill.

Workshop skill is a supervisory expertise that brings people together to share their knowledge in group towards achieving common goal (Elujekwute et al., 2021). With proper workshop supervisory skills, principals as administrators are able to communicate with teachers on matters of school and classroom management and most especially on instructional improvement (Agu et al., 2021). Through proper workshop supervisory skill, principals as administrators ensure that participants (teachers) engage in hands-on learning, training, or collaborative activities to acquire specific knowledge, skills, or techniques that could boost their lesson planning and classroom discipline (Onuh & Uhama, 2023; Onwukaike, 2024). Closely similar studies carried out on workshop supervision and teachers have shown positive relationship between principals' workshop technique and teachers' job performance in secondary schools in Anambra and Ebonyi States (Abonyi, 2020; Nnebedum & Akinfolarin, 2017) with such studies lacking in Southwest part of Nigeria including Oyo State. Hence, to close this identified gap in knowledge, this study examined administrators' workshop supervision skill on teachers' job performance in aspects of lesson planning and classroom discipline.

Statement of the Problem

In an optimal educational setting, secondary school teachers are expected to effectively perform their duties, which includes excellent lesson planning and classroom discipline fostering high levels of student engagement. However, in some secondary schools in Ibadan North local government area of Oyo State, there is a noticeable

decline in teachers' job performance, marked by poor to average lesson planning, and classroom discipline. This decline in teachers' job performance is significant because it directly affects students' academic success and the overall learning environment in the secondary schools. When teachers struggle to maintain classroom discipline or fail to effectively plan their lessons, students' learning outcomes would decline. If these issues remain unaddressed, they will have long-term effects on the educational system, leading to a generation of inadequately equipped students for further education or the workforce. Hence, this study sought to examine the influence of a salient factor like administrators' workshop supervisory skill on teachers' job performance in areas of lesson planning and classroom discipline in Ibadan North Local Government Area, Oyo State. Moreso, studies are lacking on the effect of administrators' workshop supervisory skill on teachers' job performance in Oyo State hence the justification for this work.

Purpose of the Study

The main purpose of this study was to examine administrators' workshop supervisory skill and teachers' job performance in secondary schools in Ibadan North Local Government Area of Oyo State. This study specifically sought to:

1. examine the level of administrators' workshop supervisory skill for teachers' lesson planning performance in secondary schools in Ibadan North Local Government Area of Oyo State; and
2. Ascertain the level of administrators' workshop supervisory skill for teachers' classroom discipline performance in secondary schools in Ibadan North Local Government Area of Oyo State.

Research Questions

This study provided answers to the following research questions:

1. What is the level of administrators' workshop supervisory skill for teachers' lesson planning performance in secondary schools in Ibadan North Local Government Area of Oyo State?
2. What is the level of administrators' workshop supervisory skill for teachers' classroom discipline performance in secondary schools in Ibadan North Local Government Area of Oyo State?

Hypotheses

The hypotheses stated below were tested at 0.05 level of significance:

H₀₁: There will be no significant relationship between administrators' workshop supervisory skill and teachers' lesson planning performance in secondary schools in Ibadan North Local Government Area of Oyo State.

H₀₂: There will be no significant relationship between administrators' workshop supervisory skill and teachers' classroom discipline performance in secondary schools in Ibadan North Local Government Area of Oyo State.

Significance of the Study

This study would be of immense significant to the teachers, school administrators, and other researchers. This study would be immensely significant to teachers as they would gain insight into the impact of administrators' workshop supervisory skill on their instructional and administrative job performance. The findings of this study would make school administrators aware on how their workshop supervisory skill is affecting teachers' job performance which could make them do all they can to ensure that they are equipped to properly apply workshop supervisory skill in enhancing teachers' lesson planning and classroom discipline. Finally, the findings of this study could serve as a basis for further research.

Scope of the Study

This study focused on administrators' workshop supervisory skill and teachers' job performance in secondary schools in Ibadan North Local Government Area of Oyo State. The variable scope consisted on one

independent variable (administrators' workshop supervisory skill) and one dependent variable (teachers' job performance). Administrators' workshop supervisory skill was treated as a single variable. However, teachers' job performance was treated using two indices which were lesson planning and classroom discipline. The geographical scope comprised of the forty two public secondary schools in Ibadan North Local Government Area. The population scope comprised of male and female teachers in forty-two (42) public secondary schools in the study area.

LITERATURE REVIEW

Conceptual Clarification

Teachers' Job Performance

Teachers' job performance is the ability of teachers to execute their primary assignment which includes grooming students into useful living by teaching, training and behaviour modification. Job performance of teachers is more than just teaching in the class, it also consists of being punctual to school and class, finishing the scheme of work for each term, making up to date lesson plan and notes, and helping students to solve their academic and learning difficulties (Okeke-James, et al., 2020). Within the context of this study, indicators of teachers' job performance include: lesson planning and classroom discipline.

Lesson planning Performance

Teacher lesson planning performance refers to the effectiveness and quality of a teacher's ability to prepare for and structure learning experiences. It encompasses the process of outlining lesson objectives, content, activities, and assessments to guide student learning and improve academic outcomes (Khan et al., 2024; Okeze, 2022). Lesson planning is the act of envisioning a model teaching and learning scenario and drafting all possibilities on paper to serve as the road map for the actual teaching and learning experience. It is first step to organizing possible teaching experience formally. Lesson plans are to teachers what ammunitions are to the army. Lesson plan guides the teacher from start to finish in instructional delivery. It is an aid to curriculum implementation which the teacher is primarily tasked to do (Ilavbare, 2023).

Classroom Discipline Performance

Classroom discipline performance refers to how well teachers are able to create effective teaching and learning processes that, in turn, lead to high student academic achievement. Classroom discipline performance is the level at which teachers are able to enforce order and adherence to rules within a learning environment. It encompasses the effectiveness of teachers in managing student behaviour, creating a positive and focused learning atmosphere, and fostering students' self-control and respect (Abiodun & Olaniyi, 2021).

Administrators' Workshop Supervisory skill

Workshop supervisory skill can refer to the set of abilities and competencies that principals possess or develop in the context of a workshop. Through proper workshop supervisory skill, principals ensure that participants engage in hands-on learning, training, or collaborative activities to acquire specific knowledge, skills, or techniques (Onuh & Uhama, 2023; Onwukaike, 2024). Workshop supervisory skill may be seen as an instructional supervisory competence in which a platform is created where the principal, teachers and subject specialists are brought together to exchange ideas and share teaching experiences in order to acquire knowledge and expertise to meet current and emerging demand of the teaching profession (Egbedi & Mukoro, 2024).

Theoretical Review

Theory X and Y by McGregor (1960)

This study was guided by theory X and Y propounded by McGregor in 1960. Theory X administrator assumes that:

1. The average teacher has an inherent dislike for work, and would avoid it if possible;
2. Because of this inherent dislike for work, most teachers should be controlled or directed to get a job done and
3. The average teacher prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

Theory Y administrator assumes that:

1. Teachers exercise their mental and physical efforts in an inherent manner in their job and they can perceive their job as relaxing and normal;
2. If the job is rewarding and satisfying, then it will result in teacher loyalty and commitment to the school and
3. An average teacher can learn to admit and recognize the responsibility. In fact, he or she can even learn to obtain responsibility (McGregor, 1960). Hence, effective supervision, in this view, focuses on providing support, encouragement, and opportunities for professional growth.

It was recommended that the administrator or supervisor should exert some degree of authority and influence on the supervised. He or she should possess some knowledge and teaching competence if he or she is to exert any influence on the teacher that is, stimulate them to action. School heads must therefore be keen in their duty as supervisors in organising workshops and skillfully equip teachers to improve their lesson planning and classroom discipline performance (Anyango, 2019). This is because if teachers are left to themselves they may not try to develop or build their teaching competence, hence the relevance of this theory to the study (Thembinkosi, 2013).

Conceptual Model

The conceptual model for this study showed the relationship between the independent variable (administrators' workshop supervisory skill) and dependent variable (teachers' job performance) as shown in figure 2.1:

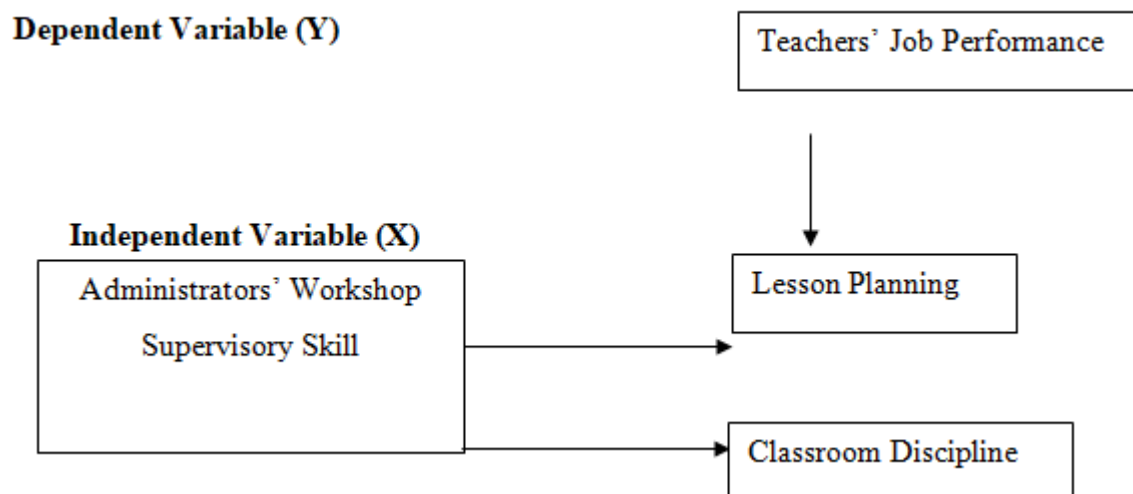


Figure 2.1: Conceptual Model (Source: Researcher, 2025)

METHODOLOGY

This study adopted the descriptive survey research design. The target population comprised 1,451 teachers in 42 public senior secondary schools in Ibadan North Local Government area of Oyo State. Multi-stage sampling procedure consisting of simple random and proportionate to size sampling techniques were used to select 389 teachers and 17 public senior secondary schools in Ibadan North Local Government area of Oyo State.

Primary data were gathered using a self-constructed questionnaire titled: “Administrators Workshop Supervisory Skill, Teachers’ Lesson Planning and Classroom Discipline Performance Questionnaire (AWSSTLPCDPQ)” was used to collect data for this study. The questionnaire consisted of three sections. The first section consisted of demographic of the teachers such as their gender, age, highest academic qualification and years of teaching experience. The second section consisted of five items on the level of administrators’ workshop supervisory skill for teachers’ lesson planning performance. The rating technique was a four point scale of VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2), and VLL = Very Low Level (1). The third section consisted of five items on the level of administrators’ workshop supervisory skill for teachers’ classroom discipline performance. The rating technique was a four point scale of VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2), and VLL = Very Low Level (1).

The questionnaire was validated using face and content validity type while Cronbach’s alpha was used to determine the reliability of the instrument. A reliability value of .797 was obtained for the questionnaire. This value was internally consistent or stable. The instrument was made into several copies and administered to the sample number of 389 teachers. Teachers’ demographic were presented using frequency and percentage. Research questions were answered using frequency, percentages, mean, and standard deviation while inferential statistics such as Pearson product moment correlation was used to analyse the hypotheses at 0.05 level of significance.

RESULTS

Presentation of Teachers’ Demographic Characteristics

Table 4.1: Demographic Characteristics of the Surveyed School Teachers

Demographic Variables	Categories	Frequency	Percent (%)
Age	20 - 29 years	64	16.5
	30 - 39 years	120	30.9
	40 - 49 years	111	28.5
	50 years and above	94	24.2
	Total	389	100.0
Years of Experience	6-10	35	9.0
	11-15	70	18.0
	16-20	125	32.1
	21-25	107	27.5
	26 and above	52	13.4
	Total	389	100.0
Educational qualification	NCE	37	9.5
	B.SC/B.A/B.ED	279	71.7
	M.Sc/M.A/M.Ed	73	18.8
	Total	389	100.0
Gender	Male	178	45.8
	Female	211	54.2
	Total	389	100.0

Source: Fieldwork, 2025

Table 4.1 showed that majority of the teachers (30.9%) are within 30-39 years of age. Most of them (32.1%) have within 16-20 years of teaching experience. Many of the teachers (71.7%) have B.SC/B.A/B.ED as their highest educational qualification. Lastly, majority of the teachers (54.2%) are females.

Answer to Research Questions

Research Question One: What is the level of administrators' workshop supervisory skill for teachers' lesson planning performance in secondary schools in Ibadan North Local Government Area of Oyo State?

Table 4.2: Level of Administrators' Workshop supervisory skill for teachers' lesson planning performance (n = 389)

S/N	Items (My principal)	VHL	HL	LL	VLL	\bar{x}	Std. Dev.
1	skillfully creates opportunity for teachers to be able to identify problems and proffer solution to lesson planning for improved performance during workshops	85 (21.9%)	123 (31.6%)	105 (27.0%)	76 (19.5%)	2.558	.90
2	competently ensures that teachers engage in hands-on learning, training, or collaborative activities to gain lesson planning knowledge, and skills during workshops	89 (22.9%)	114 (29.3%)	127 (32.6%)	59 (15.2%)	2.599	.89
3	skillfully creates a workshop platform where the principal, teachers and subject specialists are brought together to exchange ideas and share experiences that equip teachers lesson planning abilities and performance to meet the emerging demand of teaching	81 (20.8%)	96 (24.7%)	117 (30.1%)	95 (24.4%)	2.419	.94
Weighted Mean = 2.525; Std. Dev. = .91; Overall Decision = High Level							

Source: Fieldwork, 2025

KEY: VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2), and VLL = Very Low Level (1); Std. Dev. = Standard Deviation; \bar{x} = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low Level; 1.751-2.500 = Low Level; 2.501-3.250 = High Level; 3.251 - 4.000 = Very High Level

Table 4.2 showed that the level of administrators' workshop supervisory skill for teachers' lesson planning performance is high in public secondary schools in Ibadan North Local Government Area of Oyo State (Weighted \bar{x} = 2.525).

Research Question Two: What is the level of administrators' workshop supervisory skill for teachers' classroom discipline performance in secondary schools in Ibadan North Local Government Area of Oyo State?

Table 4.3: Level of Administrators' Workshop Supervisory Skill for Teachers' Classroom Discipline Performance (n = 389)

S/N	Items (My principal)	VHL	HL	LL	VLL	\bar{x}	Std. Dev.
1	skillfully provides opportunity for teachers to be able to identify classroom discipline problems and proffer solution for better performance during workshops	87 (22.4%)	114 (29.3%)	95 (24.4%)	93 (23.9%)	2.501	.92

2	skillfully ensures that teachers engage in hands-on learning, training, or collaborative activities to gain insights, knowledge and skills in effective classroom discipline during workshops	91 (23.4%)	120 (30.8%)	100 (25.7%)	78 (20.1%)	2.576	.89
3	skillfully creates a workshop platform where principal, teachers and subject specialists are put together to ensure that ideas are exchanged and experiences are shared to equip teachers in effective classroom discipline	85 (21.9%)	111 (28.5%)	103 (26.5%)	90 (23.1%)	2.491	.93
Weighted Mean = 2.523; Std. Dev. = .91; Overall Decision = High Level							

Source: Fieldwork, 2025

KEY: VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2), and VLL = Very Low Level (1); Std. Dev. = Standard Deviation; \bar{x} = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low Level; 1.751-2.500 = Low Level; 2.501-3.250 = High Level; 3.251 - 4.000 = Very High Level

Table 4.3 showed that the level of administrators' workshop supervisory skill for teachers' classroom discipline performance is also high in public secondary schools in Ibadan North Local Government Area of Oyo State (Weighted \bar{x} = 2.523).

Test of Hypotheses

H₀₁: There will be no significant relationship between administrators' workshop supervisory skill and teachers' lesson planning performance in secondary schools in Ibadan North Local Government Area of Oyo State

Table 4.4: Pearson Product Moment Correlation for Administrators' workshop supervisory skill and Teachers' lesson planning

Variables	N	R	p-value	Decision
Teachers' lesson planning performance	389	*0.351	0.038	Significant
Administrators workshop supervisory skill	389			

*r value is significant at the $P < 0.05$ level (2-tailed).

Source: Fieldwork, 2025

Table 4.4 revealed a positive significant relationship between administrators' workshop supervisory skill and teachers' lesson planning performance in secondary schools in Ibadan North Local Government Area of Oyo State ($r = .351$, sig. = .038, $P < 0.05$). This finding implies that an increase in administrators' workshop supervisory skill results to an increase in teachers' lesson planning performance.

H₀₂: There will be no significant relationship between administrators' workshop supervisory skill and teachers' classroom discipline performance in secondary schools in Ibadan North Local Government Area of Oyo State

Table 4.5: Pearson Product Moment Correlation for Administrators' workshop supervisory skill and Teachers' Classroom discipline

Variables	N	R	p-value	Decision
Teachers' classroom discipline performance	389	0.340	0.035	Significant
Administrators workshop supervisory skill	389			

*r value is significant at the $P < 0.05$ level (2-tailed).

Source: Fieldwork, 2025

Table 4.5 revealed a positive significant relationship between administrators' workshop supervisory skill and teachers' classroom discipline performance in secondary schools in Ibadan North Local Government Area of Oyo State ($r = .340$, $\text{sig.} = .035$, $P < 0.05$). This finding implies that an increase in administrators' workshop supervisory skill results to an increase in teachers' classroom discipline performance.

DISCUSSION OF FINDINGS

This research work examined administrators' workshop supervisory skill and teachers' job performance in areas of lesson planning and classroom discipline in secondary schools in Ibadan North Local Government Area of Oyo State. Research question one revealed that the level of administrators' workshop supervisory skill for teachers' lesson planning performance is high in public secondary schools in Ibadan North Local Government Area of Oyo State. This finding aligns with that of Onuh and Uhama (2023) which showed a high level of administrators' workshop supervision skill on teachers' job performance in area of lesson planning in secondary schools in Enugu State. This finding disagrees with that of Ubulom et al. (2016) which showed that supervisors' organisation of workshop is inadequate or low and does not influence teachers' effective instructional planning and delivery in secondary schools in Etche Local Government Area of Rivers State.

Research question two revealed that the level of administrators' workshop supervisory skill for teachers' classroom discipline performance is also high in public secondary schools in Ibadan North Local Government Area of Oyo State. This finding corroborates that of that Agu et al. (2021) which established that workshop supervisory technique highly influence teachers' job performance in secondary schools in secondary schools in Anaocha LGA of Anambra State. This finding is contrary to that of Nnebedum and Akinfolarin (2017) which showed a moderate level of workshop techniques for teachers' job performance in area of classroom discipline in secondary schools in Ebonyi State.

Hypothesis one revealed a positive significant relationship between administrators' workshop supervisory skill and teachers' lesson planning performance in secondary schools in Ibadan North Local Government Area of Oyo State. This finding is in line with that of Onuh and Uhama (2023) which showed a positive significant relationship between administrators' workshop supervision skill on teachers' job performance in area of lesson planning in secondary schools in Enugu State. However, this finding disagrees with that of Ubulom et al. (2016) which showed no significant relationship between supervisors' organisation of workshops for teachers as an aspect of supervisory strategies and teachers' effective instructional planning and delivery in secondary schools in Etche Local Government Area of Rivers State.

Hypothesis two revealed a positive significant relationship between administrators' workshop supervisory skill and teachers' classroom discipline performance in secondary schools in Ibadan North Local Government Area of Oyo State. This result agrees with that of Ekpoh and Eze (2015) which showed a significant positive relationship exists between principals' supervisory techniques in terms of workshop technique and teachers' job performance in aspect of classroom discipline in Secondary Schools in Ikom Education Zone, Cross River State, Nigeria. This finding is not in line with that of Nnebedum and Akinfolarin (2017) which showed a moderate significant relationship between workshop techniques and teachers' job performance in area of classroom discipline in secondary schools in Ebonyi State. However, this finding is in consonance with that of Elujekwute et al. (2021) which revealed that principals' workshop supervisory technique significantly

influence teachers job performance in aspect of classroom management in public secondary schools in Zone 'C' Senatorial District of Benue State, Nigeria.

CONCLUSION

It can be concluded on the basis of the findings that high level of administrators' workshop supervisory skill has a positive significant relationship with teachers' lesson planning and classroom discipline performance in secondary schools in Ibadan North Local Government Area of Oyo State.

RECOMMENDATIONS

1. School administrators should ensure they participate in professional development programmes that can enhance their workshop supervisory skills, especially in areas like lesson planning, and classroom management techniques;
2. School administrators should offer workshops and training sessions for teachers on specific topics like effective lesson planning, classroom management strategies, and addressing student discipline issues; and
3. School administrators should ensure that they establish a culture of open communication and feedback between them and their teachers during workshops so that the teachers feel comfortable seeking guidance and support.

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