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# RELATIONSHIP BETWEEN ADMINISTRATORS' SUPERVISORY SKILLS AND JOB SATISFACTION AMONG NON-TEACHING STAFF IN TERTIARY INSTITUTIONS IN ANAMBRA STATE

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## ABSTRACT

*This study determined the relationship between administrators' supervisory skills and job satisfaction among non-teaching staff in tertiary institutions in Anambra State. Two research questions were raised for the study while two hypotheses were tested at 0.05 alpha level. Correlational research design was adopted for the study. The population of the study comprised 6, 505 non-teaching (administrative) staff in public and private universities in Anambra State. A sample size of 544 non-teaching staff obtained through simple random and proportionate sampling techniques was used for the study. 'Administrators' Supervisory Skills Questionnaire (ASQ) and "Job Satisfaction Questionnaire" (JSQ) were used to collect data for the study. Data collected were analyzed using Pearson Moment Correlation Coefficient and p-value of correlation. The findings of the study revealed that a high positive and significant relationship existed between communication skills of administrators and job satisfaction of non-teaching staff in tertiary institutions. Furthermore, a high positive and significant relationship existed between time management skills of administrators and job satisfaction of non-teaching staff in tertiary institutions. It was concluded that there was positive and significant relationship between administrators' supervisory skills and job satisfaction among non-teaching staff in tertiary institutions. The researcher recommended among others that administrators should endeavor to sustain their communication skills so as to improve the job satisfaction of non-teaching staff.*

**Keywords:** Relationship; Administrators; Supervisory Skills; Job Satisfaction; Non-Teaching Staff.

## Introduction

Job satisfaction embodies an employees' perception about their working conditions as well as their statutory responsibilities. It is focused on factors that considerably impact on an employee's internal feelings which eventually serve as a source of motivation for such an employee (Lee, 2017). Put differently, non-teaching staff that are satisfied with their jobs are bound to perform well in consideration of their job description. In contrast, unsatisfied non-teaching staff will show little or no commitment to their jobs and the logical consequence will be poor job performance. The job satisfaction of a non-teaching staff can either be intrinsic or extrinsic.

Intrinsic job satisfaction refers to the satisfaction that a staff derives from their job within an institution. It is the satisfaction that is obtained from the specific job duty of a staff. Staff who are intrinsically satisfied, have the tendency of taking up responsibilities in their institutions readily (Bektas, 2017). Expectedly, the institution is bound to witness optimal growth as a consequence of staff taking up responsibilities readily. Agbakwuru and Iyawe (2023) noted that provision for creativity and innovation on the job, provision for the use of individual capabilities and capacities on the job, among others are examples of factors that elicit intrinsic job satisfaction.

Extrinsic job satisfaction embodies the satisfaction that staff derive from outside their job description in an institution. Bektas (2017) defined extrinsic job satisfaction as the satisfaction that is a fall out of factors outside of a staff's job responsibilities. In other words, extrinsic job satisfaction captures the emotional feelings of a staff about various aspects of their job that are unrelated to their job responsibilities. It is a satisfaction derived as a consequence of the positive environmental factors that are associated with such job duties. Agbakwuru and Iyawe (2023) observed that factors that elicit extrinsic job satisfaction include work environment, technology, rewards, promotions, training opportunities among others. The foregoing factors impact on the job satisfaction of non-academic staff in universities.

It is curious to note that the trend of job dissatisfaction among non-academic staff of universities has continued unabated. For instance, Rmadan and Kassahun (2021) assessed the level of job satisfaction among the staff at Gezira University and found that the staff of the Gezira University were satisfied with the promotion and supervision and the coworkers' system. More so, Ansong (2018) examined the issue of job satisfaction among career records personnel in the Civil Service of Ghana and found that institutional policy, supervision, co-worker relations, promotion, salary, benefits and actual work had a significant and a positive relationship with job satisfaction, but communication had no significant relationship with job satisfaction.

In Nigeria, Adejare, Olaore, Udofia and Emola (2020) observed that job dissatisfaction has been a major issue challenging the efficiency of service delivery of non-teaching staff in most public universities in Nigeria and this has considerably impacted on the academic and research outlook of Nigerian universities. More so, a publication in September, 2023 on Vanguard revealed no fewer than three non-academic staff of Nnamdi Azikiwe University, Awka were suspended for various offenses ranging from evasion of duties to manipulation of results. Furthermore, a keen observation by the researcher of the activities of non-teaching staff in public universities in Anambra State revealed that cases abound of non-challant attitude of non-academic staff, extortion of students for one favour or the other, lateness to duties as a result of their involvement in other businesses among others. Agubosim, Arshad, Alias and Moosavi (2023) observed

that job dissatisfaction among non-academic staff in universities are considered to be responsible for inefficiency among them in units such as exams and records, works and bursaries among others. The trend of job dissatisfaction among non-academic staff in universities could be as result of several factors; administrator's supervisory skills inclusive.

Supervisory skills refer to the techniques employed by administrators to direct, guide and ensure that set institutional standards are considerably met. Tampan (2016) defined supervisory skills as skills that play a vital role in creating atmosphere in the school system that stimulates the growth of admirable qualities among staff in an institution. These skills help non-academic staff in discharging their duties in line with the institutional goals and objectives. Ogunsaju (2018) noted that school administrators' supervisory skills include conflict resolution skills, leadership skills, critical thinking skills, communication skill, interpersonal skills, time and priority management skills and problem-solving skills. The current study will be focusing on communication and time management skills.

Communication skills are supervisory skills which enable the conveyance of information for reception and understanding (Igubdu and Afangideh, 2017). A vital element of the school administrator's supervisory skill is their ability to communicate effectively with people. In other words, communication is at the core of supervision. Administrators communicate with members of staff towards the achievement of institutional goals. Administrators who can use their communication skills effectively lead the school and its staff to be successful while ensuring the quality of the school outputs (Solaja, Idowu and James, 2016). The lack of effective communication between the administrator and other members of staff could impede organizational performance. Administrators can complete their communication skills with time management skills.

Time management refers to using time effectively and productively. Time management is a vital skill that is at the core of performance of administrators in the discharge of their duties. It refers to the ability of an administrator to make judicious use of their time in attending to their official duties. Time management in the school system is the art that borders on the sequential arrangement of institutional and individual affairs such that, the affairs are carried out properly and timeously with the less amount of resources (time, energy, money, and people) needed for institutional productivity (Ekwueme, Abraham and Nwogu, 2017). Ekpenyong (2015) observed that school administrators have low knowledge in time management strategies. Time management skill as one of the administrator's supervisory skills is quite relevant for institutional performance.

The relevance of the use of supervisory skills by administrators cannot be over-stated. Supervisory skills of administrators help in the improvement of the day to day running of institutions. Through the use of supervisory skills of administrators, non-academic staff are stimulated towards

professional growth and strict adherence to the dictates of their job description. Supervisory skills enable the administrator to provide meaningful feedback and direction to non-academic staff which can have a ripple effect on their job performance. Supervisory skills enables the administrator to prepare and make decisions that promote optimum staff performance as well as expertise (Caballes, Vasquez, Panol and Ferriol, 2021). More so, it provides an avenue for effective interaction between the administrator and the non-academic staff to achieve the desired effects on academic staff and by extension, the students.

A diligent search in the Department of Educational Management and Policy library and Nnamdi Azikiwe University, Awka digital library indicates paucity of extensive empirical researches on relationship between administrators' supervisory skills and job satisfaction among non-teaching staff in tertiary institutions in Anambra State. Additionally, much as there are numerous administrator's skills apart from supervisory skills that could be associated with job dissatisfaction among non-teaching staff, the researcher is interested in investigating relationship between administrators' supervisory skills and job satisfaction among non-teaching staff in tertiary institutions in Anambra State. This presents the problem of the study.

**Research Questions**

The following research questions guided this research:

1. What is the relationship between communication skills of administrators and job satisfaction of non-teaching staff in tertiary institutions?
2. What is the relationship between time management skills of administrators and job satisfaction of non-teaching staff in tertiary institutions?

**Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the relationship between communication skills of administrators and job satisfaction of non-teaching staff in tertiary institutions.
2. There is no significant difference in the relationship between time management skills of administrators and job satisfaction of non-teaching staff in tertiary institutions.

**Research Method**

**Research Design**: The study utilized correlational research design. Correlational research design depicts the extent to which changes in one variable is related to changes in another (Nworgu, 2015).

**Population, Sample and Sampling Technique:** The population of the study comprised 6, 505 non-teaching (administrative) staff in public and private universities in Anambra State. A sample size of 544 non-teaching staff was used for the

study. Simple random sampling technique was used to obtain two (one public and one private) universities. Then, proportionate sampling technique was used to obtain 10% of the population of non-teaching staff in each of the selected universities which amounted to 544. The choice of 10% sample size is in consonance line with the recommendations of Nworgu (2015) that 10% to 80% of any given population is adequate for a research work.

**Procedure**: 'Administrators' Supervisory Skills Questionnaire (ASQ) and "Job Satisfaction Questionnaire" (JSQ) were used to collect data for the study. ASQ was divided into two clusters; one and two. Cluster one focused on communication skills of administrators which contain six items while cluster two focused on time management skills of administrators and contains 10 items. JSQ was adapted from Spector (1964) Job Satisfaction Survey (JSS) and has 33 items. ASQ and JSQ were constructed in a way that the respondents would respond in the mode of four-point rating scale of: Strongly Agree (SA=4), Agree (A=3), Disagree (D=2), and Strongly Disagree (SD=1). ASQ and JSQ were validated by experts in Faculty of Education, Nnamdi Azikiwe University, Awka. The researcher with the help of research assistants ensured that the administration of the ASQ and JSQ to the respondents was done within the period of two weeks. Within the period indicated, the researcher made follow-up contact with the research assistants through phone calls and e-mail to ensure that the administration and retrieval of ASQ and JSQ were done in line with the briefing given to research assistants. Out of the 544 ASQ and JSQ that were administered, 510 were retrieved and used for analysis. This indicates 93.75% return rate and 6.25% loss.

**Data Analysis**: Pearson Product Moment Correlation Coefficient was employed in answering the research questions by finding the relationship between the two variables. In taking decisions in research questions, Nwana (2007) recommendations were used. Thus, the correlation coefficient (r) with scores:

±0.00 – 0.19 = Very low relationship
±0.20 – 0.39 = Low relationship
±0.40 – 0.59 = Moderate relationship
±0.60 – 0.79 = High relationship
±0.80 – 0.10 = Very high relationship.

Testing of hypotheses was done with p-value of correlation at 0.05 alpha level. In taking decisions regarding the hypotheses, a null hypothesis was rejected if the probability value (p-value) is less than or equal to significant value of 0.05; if otherwise (p>0.05), the null hypothesis was not rejected.

**Presentation of Results**

The results are presented in tables according to the research questions and hypotheses.

**Table 1:** Pearson r on Relationship between Communication Skills of Administrators and Job Satisfaction of Non-Teaching Staff in Tertiary Institutions

| Source of Variation | n | R | p-value | Remark |
|---|---|---|---|---|
| Communication Skills of Administrators | 510 | 0.702 | 0.00 | Sig |
| Job Satisfaction of Non-Teaching Staff | | | | |

Data in Table 1 show that there is a high positive relationship existing between relationship between communication skills of administrators and job satisfaction of non-teaching staff in tertiary institutions. This is evident by the size of Pearson's Correlation Coefficient r, which is 0.702. Analysis in Table 1 further shows that there is a significant relationship between communication skills of administrators and job satisfaction of non-teaching staff in tertiary institutions. The calculated r (0.702) has *p*-value <0.05. The null hypothesis one was therefore rejected.

**Table 2:** Pearson r on Relationship between Time Management Skills of Administrators and Job Satisfaction of Non-Teaching Staff in Tertiary Institutions.

| Source of Variation<br>n | | r | p-value | Remark |
|---|---|---|---|---|
| Time Management Skills of Administrators | 510 | 0.812 | 0.02 | Sig |
| Job Satisfaction of Non-Teaching Staff | | | | |

Data in Table 2 show that there is a very high positive relationship existing between between time management skills of administrators and job satisfaction of non-teaching staff in tertiary institutions. This is evident by the size of Pearson's Correlation Coefficient r, which is 0.812. Analysis in Table 2 further shows that there is a significant relationship between time management skills of administrators and job satisfaction of non-teaching staff in tertiary institutions. The calculated r (0.812) has *p*-value <0.05. The null hypothesis two was therefore rejected.

**Discussion**

**Relationship between communication skills of administrators and job satisfaction of non-teaching staff in tertiary institutions**

The findings of the study revealed that there is high positive and significant relationship existed between communication skills of administrators and job satisfaction

of non-teaching staff in tertiary institutions. This is rather not surprising given that a staff feels satisfied when there is constant communication flow between them and their administrators. Thus, constant communication flow will inspire confidence and the logical consequence would be job satisfaction. Thus, the more effective the communication, the more satisfied a teaching staff is. The finding of the present study aligns with those of Ansong (2018) which indicated that supervision had a significant and positive relationship with job satisfaction. In other words, the place of communication on the improvement of staff job satisfaction cannot be over-stressed. More so, the finding of the study, Rmadan and Kassahun (2021) indicated that staff of the Gezira University were satisfied with the supervision. This points to the fact that supervisory skills of administrators such as communication skills are critical to staff job performance. The finding of the study is however contradicted by that of Rmadan and Kassahun (2021) who found no statistically significant difference between the male and female groups in the level of job satisfaction at the Gezira University. The contradiction could be traceable to sample characteristics.

**Relationship between time management skills of administrators and job satisfaction of non-teaching staff in tertiary institutions**

The findings of the study indicated that very high positive and significant relationship existed between time management skills of administrators and job satisfaction of non-teaching staff in tertiary institutions. This goes to show that the more effective an administrator is in matters of time management, the higher the job satisfaction of a staff. Thus, when time is managed appropriately by administrators, there is the tendency for members to discharge their statutory duties timeously and the logical consequence will be improved job satisfaction of staff. Going further, an administrator that is given to good time management will ensure that the incentives due to the staff are paid in time and that the in-service training of members of staff is done in time. The afore-mentioned are precursors to job satisfaction among members of staff. Much as there is paucity of research works on time management skills and staff job satisfaction, Ekwueme, Abraham and Nwogu (2017) identified appropriate strategies that can be adopted by secondary school administrators to ensure proper management of time to include: engaging in the mechanics of time management for the growth of the institution, and making analysis of how to spend time in educational institutions for effective administrative performance. In contrast, Ekpenyong (2015) indicated that: the school administrators have low knowledge in time management strategies.

**Conclusion**

Based on the findings of the study, it was concluded that there was positive and significant relationship between administrators' supervisory skills and job satisfaction among non-teaching staff in tertiary institutions in Anambra State.

**Recommendations**

In view of the findings of the study, several recommendations were made which include:

1. Administrators should endeavor to sustain their communication skills so as to improve the job satisfaction of non-teaching staff.
2. Administrators should see to it that they maintain their time management skills so as to improve the job satisfaction of non-teaching staff.
3. Non-teaching staff should continue to take advantage of administrators' communication skills and time management skills so as to improve their job satisfaction.

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