



SUPERVISION OF INSTRUCTIONS AND TEACHER'S PERFORMANCE IN SECONDARY SCHOOLS IN BENDE LOCAL GOVERNMENT AREA OF ABIA STATE.

An Official Journal of the Faculty of Education Alex Ekwueme Federal University, Ndufu-alike, Ikwo, Ebonyi State Nigeria.

Ike, Ifeoma Perpetual

Department of Educational Foundation, University of Calabar, Calabar
patrickifeomaperpetual@gmail.com/08033144096

Alegu, Patrick Austin

Department of History Ebonyi State College of Education, Ikwo
pataustin4christ@gmail.com/08038254031

Aso Moses Eunice

Department of Educational Administration and Planning,
University of Calabar, Calabar
Correspondence email: pataustin4christ@gmail.com

Abstract

Instructional supervision is a constant process that aims at improving teaching by providing needed services to teachers and this is a complex process in which many elements interact, therefore this study investigated the influence of supervision of instruction and teachers' job performance in Bende Local Government of Abia State. The population of the study comprised of all the principals and vice principals in both public and private secondary schools in Bende Local Government Area of Abia State. The sample was made up of 102 principals and vice principals drawn using purposive sampling technique from all the public and private secondary schools. A descriptive research design was used for the study. The instrument for data collection was questionnaire titled Supervision of Instructional Materials and Teachers' Job Performance Questionnaire (SIMATQ). Three research questions as well as four null hypotheses were formulated. The research questions were answered using mean and standard deviation while the hypotheses were tested at .05 level of significances. The major findings showed that supervising lesson note, instructional material, interaction with teachers and supervision of instruction has a significant influence on teachers' job performance. Based on the findings, it was recommended among others that instructional materials should always be made available to teachers, supervisors should always ensure that there is a good rapport with the teachers to ensure effective supervision and there should be regular seminars and workshops conducted to train the supervisors.

Keywords

Supervision, Instruction, Teachers' Performance, Instructional Supervision, Instructional Material

INTRODUCTION

Instructional supervision is a constant process that aims at improving teaching by providing needed services to teachers and this is a complex process in which many elements interact. Teachers are at the centre of this improvement process. Their acceptance of instructional supervision and interaction with instructional supervisors provide the catalyst for any supervisory success. The way teachers view the supervision that they undergo is very important in the outcomes of the supervision process.

Supervision has its origin from the Latin word "Super video" meaning "to oversee" (Adenaike and Adebajo, 2000). Supervision as a concept has diverse meanings and definitions depending on individual's needs, purposes and experience. Whereas the school supervisor would perceive it as an indispensable force for improved productivity, the teacher and or the taught being supervised might view same as an attempt to harass, threaten and curse depending on the approach of supervision adopted by the supervisors. Therefore, supervision can be seen as a way of advising,

guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups with the hope of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs and at the same time try to emphasize the importance of good human relations in an organization (Akilaiya, 2001). Overall, supervision is seen as a source of assistance and support needed in realizing educational goals and objectives.

Educational supervision is the process or act of seeing to it that the policies, principles and methods established for achieving the objectives of education when properly and successfully carried out (Akilaiya, 2001). This process involves using expert knowledge and experience to oversee, evaluate and cooperatively improve the conditions and methods of doing things connected with the teaching-learning problems in schools. Supervision of instruction is a process of assisting the teachers to improve himself and his instructional abilities so as to enhance effective teaching and learning (Afianmagbon, 2007). It is a service rendered to teachers which is directed towards controlling the quality of their classroom instruction. Supervision of instruction aims at identifying areas of work that need to be improved upon. Supervision enhances personal and professional growth of the teacher since interaction and greater knowledge gained at supervision promotes personal growth. Education has been known to be the antidote to poverty and ignorance and the key for unlocking natural resources (Obaji, 2006: 17). Since education is accepted to be an instrument of change; teachers serve as the main operators of the instrument while the students are referred to as the raw materials to be processed on which the change would be manifested, over a period of time (Adenaike and Adebajo, 2000).

In an attempt to ensure that the value of education is being derived at all levels, some officials are charged with the responsibility to monitor the performances of all those who run educational institutions especially those in secondary schools in order to find out or assess the extent of achievement of the goals of education. These officials are the ones officially designated as supervisors, they monitor the teachers and their wards' activities critically to ensure that adequate teaching and learning activities take place. In the process of teaching and learning, some variables sometimes interfere with the plans and patterns of operation within the school that can be harmful to the attainment of set goals. Such variables include:

teacher's personality, his attitude to work, motivation, discipline, student's background and environment which will have either positive or negative influence on the school system and education at large and the school is an organization where the generality of the citizens have input and support. As a result, the whole society and designated supervisors are in the position to help improve the system generally (Ijaduola 2007).

Teacher's performance however cannot obviously be empirically understood until it is conceptualized, and to conceptualize it, one must first define performance. According to **Olawole** (2009:9), performance is seen as an act, process or manner of executing, performing or functioning. It can also be seen as an action seen, noticed or felt due to its effects on the people's lives or way of thinking. Teachers Performance on the other hand is the act, process or manner of executing teaching functions by the teacher either through discipline, teaching instruction, punctuality in class and so on, which impact positively on the students and help in achieving the instructional or educational objective of the educational system. It's the ability of the teacher to prepare the students under his/her care to restore glamour and orientation which is affecting the attainment of National aims of education. However, the yardstick for measuring teachers' performance and the attainment of national aims of education are to measure students' ability to communicate effectively in other language (English) other than their mother tongue, academic performances of students especially in external examinations like WAEC, NECO, and JAMB etc.

Teachers constitute important component of the educational system, and what they do in the teaching/learning encounter cannot be overlooked. The function of teachers which include lesson planning, lesson delivery, involvement in students' discipline, classroom management etc are important in the delivery of quality services, however the performance of teachers are sometimes seen or noticed to be inadequate. Supervision is an important tool in maintaining control over teachers' performance and to ensure quality education. They include reading of notes of lesson prepared by teachers, visiting classrooms when teachers teach, discussing specific supervisory or instructional issues with the teacher by the supervising authority. It is believed that supervisory approaches can enhance or diminish teachers' job performance. The challenge of this study therefore is to ascertain if there is a relationship between supervision of

instruction and teachers' job performance.

Scholars who have carried out research in this area have many inputs and have contributed to the body of knowledge. Specifically some scholars have studied Supervisor's interaction with Teacher and its influence on Teachers' job performance in Secondary Schools. Since Teachers are entrusted with the education of children, the independent school teacher promotes the best interests of the child within the context of the school's philosophy. Those who supervise teachers are responsible for the quality of teaching and for promoting growth in those who teach. According to Dixie, (2008:2) Supervisor's interaction with teachers involves providing coaching to build teachers' capacity and evaluation is assigning merit to teachers' performance. But sadly, many teacher supervisors' interactions and evaluation procedures adopted by school and education authorities do little to impact teachers' performance. In his own words Nwaogu (2008) opines that teachers and administrators view teacher supervisor interaction and evaluation procedures as bureaucratic hurdles that must be cleared, simply one more task principals must accomplish. This stigma is magnified by the fact that many teacher supervision and evaluation mechanisms require principals to formally or informally visit teachers' classrooms two or fewer times per year, depending on teacher tenure status. As a result, it is appropriate to have a discussion about how to effectively supervise and evaluate teachers so the process is relevant to teachers and improves their instructional practice. The researchers suggest that teacher supervision and evaluation should be underpinned by three points: (a) school leadership is key to effective teacher supervision and evaluation, (b) teacher supervision and evaluation should be comprehensive in scope, and (c) policy makers should focus more on supervision and less on evaluation. Moreover, Idowu (2004:1) stated that Teachers' supervisor interactions are essential and complementary functions, although they present distinctive characteristics.

However Khele, (2010:3) believes that any initiative in education, effective supervisor-teacher interaction and evaluation starts with school leadership. Both district and school leaders are the lynchpin to ensure teacher supervision and evaluation is meaningful. District leadership must adopt comprehensive and fair teacher supervision and evaluation district policies and practices. Most importantly, district leaders must expect and hold

school leaders (principals) accountable to be in teachers' classrooms daily and weekly. According Owolabeni, (2002:2) Teachers' Perceptions on Supervisor's interaction regarding teachers' perceptions on supervision, shows the grouping of clipping units, in six categories and corresponding sub-categories, so as to frame the semantic content of written texts, using a semiotic structural approach. In what concerns the objective of supervision, teachers mention enabling teachers' professional growth, adding personal growth and, residually, facilitating teachers' evaluation. It is clear the association between supervision and professional growth. Concerning the goal of supervision, the respondents agree in improving teachers' performance, for more quality in teaching and learning, adding the student's success. Agreeing to the above, Ade (2012:8) believes that identification of the agent is consensual. Thus, the supervisor as facilitator for shared knowledge amongst peers, as specified, emerges with values close to facilitator of interpersonal relationship, in agreement with promoter of reflection on practices.

However, the literatures reviewed could not appropriately address the gray issues/areas in Supervision of instructions and Teacher's performance in Secondary Schools in Bende Local Government area of Abia State, thus it becomes imperative for mores studies to be carried out in this area, which is why the focus of this study is to address the issues more accurately. And to do this, the study raised the following *Research Questions*:

- ❖ How does Supervision of Lesson Notes influence teachers' performance?
- ❖ Does supervisor interaction with Teacher influence Teachers' performance?
- ❖ To what extent does the Supervision of instructional materials influence teachers' performance in secondary schools?

The Hypotheses the study analysed are stated as follows:

- ✓ There is no significant relationship between supervision of instructional materials and teachers' job performance in Bende Local Government Area of Abia state Nigeria.
- ✓ There is no significant relationship between supervision of lesson note and teachers' job performance.
- ✓ There is no significant relationship between supervision of principals' interaction with teachers and teachers' job performance.
- ✓ There is no significant influence of supervision of instruction on teacher's job performance.

Theoretically, to address the research questions raised, this study adopted the theory X and Y by Douglas McGregor. The theory described two contrasting models of workforce motivation applied by managers in human resource management, organisational behaviour, organisational communication and organisational development. According to the models, the two opposing sets of general assumptions of how workers are motivated form the basis for the two different managerial styles. While Theory X stresses the importance of strict Supervision, External rewards and Penalties, in contrast, Theory Y highlights the motivating role of Job Satisfaction and encourages workers to approach tasks without direct supervision. Theory X is based on pessimistic assumptions of the average worker, which says that an average employee has little or no ambition, shies away from work or responsibilities, and is individual-goal oriented. This style of management believes that employees are less intelligent than the managers are, lazier than the managers are, or work solely for a sustainable income. Due these assumptions, Theory X concludes that the average workforce is more efficient under hand-on approach or under a close supervision. This study therefore aligns itself to the arguments of Theory X that the average teacher in Bende LGA of Abia State Nigeria needs a close supervision for his/her best to come out.

METHODS

Descriptive Survey Design was employed for the study with one hundred and two (102) Principals and Vice Principals from all the fifty one (51) Secondary Schools (both Government owned and Private) in Bende LGA of Abia State Nigeria as the respondents. This number (102) forms 100% of the entire population of the study. This number also served as the respondents to the questionnaires that were used for the study. The respondents comprised of thirty seven (37) males and Sixty five (65) females, which made up the Principals and Vice Principals. The instrument that was used for data

collection was questionnaire titled Supervision of Instructional Materials and Teachers' Job Performance Questionnaire (SIMATQ). The questionnaire was designed in a way to elicit relevant information from the sample group, which are needed for testing the research hypotheses. The questionnaire is made up of fifteen (15) items, seeking information from respondents on the relationship between Supervision of Instructional materials and Teachers' Job performance in Secondary Schools in Bende LGA of Abia State. To ensure that the items selected for inclusion in the questionnaire were capable of eliciting relevant responses from respondents, the researcher presented the design questionnaire to two experts in test and measurement in the department of Educational Foundation and for face and content-validity. The instrument was trial – tested to establish coronach reliability. The trial testing was carried out using 10 principals and 20 vice principals in some public secondary schools in Calabar Southern Local government in Southern Senatorial District of Cross River State, an area that was not part of the actual study. The coefficient of the reliability was 0.83. Data analysis was done using mean and standard deviation while the hypotheses were tested at .05 level of significance.

RESULTS

The total number of respondents used in the study was 102. The result showed that instructional materials had a mean value of 15.44 and a standard deviation of 4.93, supervision of lesson note, had a mean value of 9.71 and a standard deviation of 5.56. The mean value for principal interaction with teachers was 16.67 with a standard deviation of 5.18. Supervision of instruction has a mean value of 2.57 with a standard deviation of .57 while teacher's performance has a mean value of 15.79 with a standard of deviation of 5.48.

Table I

Summaries of Means and Standard Deviations of the Variables

Variables	N	\bar{X}	S.D
Instructional materials	102	15.44	4.93
Supervision of lesson note	102	9.71	5.56
Interaction with teachers	102	16.67	5.18
Supervision of instruction	102	2.57	.57
Teachers performance	102	15.79	5.48

Hypothesis One: There is no significant relationship between supervision of instructional materials and teachers' job performance in Bende Local Government Area of Abia state Nigeria.

The independent variable of this hypothesis is supervision of instructional materials while the dependent variable is teachers' job performance. To test the hypothesis the scores of the independent variable was collated and correlated with the scores

of the dependent variable. Pearson product moment correlation statistics was employed for data analysis. The result is presented on table II.

Table II
Summary of Data and Pearson product moment correlation on the relationship between supervision of instructional materials and teachers' job performance in Bende Local Government Area.

Variables	N	X	SD	r	p-value
Supervision of Instructional Materials	102	15.4	44.93	.657	.000
Teachers' Job Performance	102	15.7	95.48		

*p< .05, df =100

The result in table II showed that the calculated r-value of .657 representing the observed relationship between supervision of instructional materials and teachers' job performance was significant at p –value of .000 at .05 level of significance with 100 degree of freedom. With this result, the null hypothesis was rejected. This therefore implies that there is a significant relationship between supervision of instructional materials and teachers' job performance in Bende Local Government Area of Abia state.

Hypothesis Two: There is no significant relationship between supervision of lesson note and teachers' job performance in Bende Local

Government Area of Abia state. The independent variable of this hypothesis is supervision of lesson note while the dependent variable is teachers' job performance. To test the hypothesis the scores of the independent variable was collated and correlated with the scores of the dependent variable. Pearson product moment correlation statistics was employed for data analysis. The result is presented on table III as follows:

Table III

Summary of Data and Pearson product moment correlation on the relationship between supervision of lesson note and teachers' job performance in Bende Local Government Area.

Variables	N	X	SD	r	p-value
Supervision of Lesson Note	102	9.71	5.56	.266	.111
Teachers' Job Performance	102	15.7	95.48		

*p< .05, df =100

The result in table III showed that the calculated r-value of .266 representing the observed relationship between supervision of lesson note and teachers' job performance was not significant at p –value of .111 at .05 level of significance with 100 degree of freedom. With this result, the null hypothesis was upheld. This therefore implies that there is no significant relationship between supervision of lesson note and teachers' job performance in Bende Local Government Area of Abia state.

Hypothesis Three: There is no significant relationship between supervision of principals' interaction with teachers and teachers' job

performance in Bende Local Government Area of Abia State. The independent variable of this hypothesis is principals' interaction with teachers while the dependent variable is teachers' job performance. To test the hypothesis the scores of the independent variable was collated and correlated with the scores of the dependent variable. Pearson product moment correlation statistics was employed for data analysis. The result is presented on table IV.

Table IV
Summary of Data and Pearson product moment correlation on the relationship between Principals'

Interaction with Teachers and Teachers' Job Performance in Bende Local Government Area.

Variables	N	X	SD	r	p-value
Principals' Interaction with Teachers	102	16.6	95.18	.333	.001
Teachers' Job Performance	102	15.7	95.48		

*p< .05, df =100

The result in table IV showed that the calculated r-value of .333 representing the observed relationship between principals' interaction with teachers and teachers' job performance was significant at p –value of .001 at .05 level of significance with 100 degree of freedom. With this result, the null hypothesis was rejected. This therefore implies that there is a significant relationship between principals' interaction with teachers and teachers' job performance in Bende Local Government Area of Abia state.

Hypothesis Four: There is no significant influence of supervision of instruction on teacher's

job performance. The independent variable is supervision of instruction categorized as often supervised, rarely supervised and never supervised while the dependent variable is teacher's job performance. To test the hypothesis, the data collected were analyzed using One-way Analysis of Variance (ANOVA). The result is presented in Table V below:

Table V

Summary of Data and One-way Analysis of Variance (ANOVA) on the Influence Supervision of instruction on Teachers' Job Performance in Bende Local Government Area of Abia State of Nigeria.

Supervision of instruction	N	X	SD
Often supervised	4	15.50	2.38
Rarely supervised	35	17.80	4.91
Never supervised	63	14.69	5.65
Total	102	15.7	95.48

Sources of variation	SS	df	MS	F	P
Between groups	216.807	2	108.403	3.814	.025*
Within groups	2813.870	99	28.423		
Total	303	0.676	101		

P< =.05, DF =2, 99.

The result in table 5 shows that the calculated F-value of 3.814 is significant at p-value of .025 with 2 and 101 degrees of freedom at .05 level of significance. With this result, the null hypothesis is rejected. This result therefore implies that supervision of instruction **has** a significant influence on teacher's job performance. In order to determine the gravity of the influence of each category of the

supervision of instruction on teachers' job performance, a Fisher Least post-Hoc test was conducted as shown in table VI:

Table VI
Post Hoc tests on the Influence of Supervision of Instruction on Teachers Job Performance in Bende Local Government of Abia state.

(I) Supervision of instruction	(J) Supervision of instruction	Mean Difference (I-J)	Sig.
	Rarely supervised	-2.30000	.416
Often supervised	– Never supervised	.80159	.771
Rarely supervised	Often supervised	2.30000	.416
–	– Never supervised	3.10159*	.007
Never supervised	Often supervised	-.80159	.771
	– Rarely supervised	-3.10159*	.007

* The mean difference is significant at the 0.05 level.

It can be seen from table VI that rarely supervised provides more influence on teachers job performance than often supervised (mean difference = 2.30, $p > .05$). In the same vein never supervised provides more influence on teachers job performance than often supervised (mean difference = .80, $p > .05$). Moreover, never supervised provides more influence on teachers job performance than often rarely supervised (mean difference = 3.10, $p < .05$). However, it is the difference between never supervised and rarely supervised was significant at .05 level of significance.

Discussion

This section is devoted to the discussion of findings of the results gotten from the hypotheses. The findings in hypothesis one as presented in Table II revealed that supervision of instructional materials has a significant relationship with teachers' job performance in Bende Local Government Area of Abia state. This result is in conformity to the finding of Nakpodia (2006:5) that instructional supervision in the modern era centres on the improvement in the teaching and learning situation to the benefits of both the learners and the teachers, it helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of the identified area of teacher's weaknesses and give recognition to the teachers and create cordial working atmosphere based on good human relation, stressing that if schools and teachers

are not supervised adequately, it will have inimical effects on the students' output and the educational objectives may not be achieved.

Table III revealed that supervision of lesson note has a significant relationship with teachers' job performance in Bende Local Government Area of Abia state. This result is in agreement with the finding of Arthur (2010:4) that supervision of teacher's lesson note helps the teacher in checking the effectiveness of the methods and pattern of teaching in a teaching/learning process, stressing that a lesson note guide the teacher for running a particular lesson which include what the students are supposed to learn and achieve at the end of the instruction which invariably enhances teachers performance.

Table IV shows that Supervisor's interaction has a significant relationship with teachers' job performance in Bende Local Government Area of Abia state. This result agrees with the finding of Idowu (2004:2) that teachers-supervisor interaction are essential and complementing strategies which promotes teachers performance and subsequently increases the quality of instruction, stressing that supervisors interaction with teachers involves providing coaching to built teachers capacity. Supervisor-teacher relationship is an organizational strategy which promotes professional development, perfecting teaching practice and learning success for students. Interactions make sure that each teacher's performance in the school system reveals a minimum level of competence, taking into account

the student's success.

This research hypothesis presented in table V which addressed the influence of supervision of instruction on teachers' job performance revealed that supervision of instruction **has** a significant influence on teacher's job performance in Bende Local Government Area of Abia state. This result is in tandem to the finding of Peretomode (2006:6) that instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and result, stressing that regular instructional supervision aids head teachers in coordinating, improving and maintaining high teaching and learning in schools. Regular supervision including classroom visitation, checking of student's lesson note, class visitation and observations, checking of teacher's punctuality and attendance and marking scheme and other teaching/learning activities organized by the school or government agencies help in teacher's performance.

Conclusion

Following the findings of this study which reveal that supervision of lesson note, supervision of instructional materials, supervision of instruction and teachers interaction with supervisor by principal and vice principals has a significant influence on teachers job performance in Bende local government of Abia State. It was concluded that supervision of instruction is an effective means of ensuring effective performance of duties by teachers

Recommendations

Based on the findings of this study and the conclusion drawn, the following recommendations were made.

1. Workshops and seminars should be organized regularly for teachers on the need for supervision and what is expected of them.
2. There shall be constant sponsored workshop and seminars for supervisors in the local government area. This will advance the on the knowledge and performance expected.
3. Necessary facilities and instructional materials should be supplied to secondary schools in order to generate effective and functional school system that would facilitate effective supervision.
4. Principal and their vice should pay adequate attention to evaluation skills during supervision.
5. There should be good rapport between supervisors and teachers for supervision to be friendly and positive.

REFERENCES

- Adenaike, F.A. & Adebajo, O.O. (2000).** Principles of Supervision in Olowoye, Biyi, and Alani R.A. (Eds). · 2021 — *L & D. New York: Kogan Page Limited Publishing.*
- Akilaiya, O. (2001),** Educational Administration. Onitsha: Lincel Publishers.
- Adenokun, A.A (200),** Traditional and Modern Approach to Supervision in Nigeria. Olowoye, Biyi, and Alani R.A (Eds), Administration Supervision and Planning for Education Managers, Lagos, Known Prince Publishers.
- Adeniji, I. A. (2002),** Perception of Principals and Teachers of External Supervisors' Role in Secondary Schools in Ogun State. *Nigerian Journal of Clinical and Counselling Psychology* 8(1), 43-56.
- Afiammagbon, B.E (2007),** Clinical Supervision and Teacher Effectiveness in the management of Secondary Schools in Abia and Imo State. *International Journal of Educational Planning and Administration* 1(3).
- Akinola, W. (2010),** WAEC: Who to Blame for Students' Poor Performance: Nigerian Compass, September 7.
- Alaka, A. A and Obadara, O. (2013),** Scholastic Performance of Students at West Africa Senior Secondary Certificate Examination in Nigeria: *Journal of Educational and Social Research* 3(1)275-285.
- Ezeocha, P.A (1985),** School Management and Supervision. Owerri: New Africa publishing Co. Ltd.
- Ijaduola, K.O. (2007),** The Concept and Purpose of School Supervision, in Olowoye, Biyi and Alani, R.A. (Eds.), Administration, Supervision and Planning for Education Managers, *International Journal of Educational Planning and Administration*, 1(3)
- Oremesi, C.J. (1997),** Techniques of Supervision, in Ndu A.N., Ocho L.O. and Okeke, B.S (eds) Dynamics of Educational Administration and Management, the Nigerian Perspectives. Awka Meks Publishers Ltd, (186-197).
- Glickman, C. D., Gordon, S. P. & Ross-Gordon, J. M. (2001).** *Supervision and Instructional Leadership*. Needham Heights, MA: Allyn and Bacon Publishers.
- Nwaogu, J.I. (2008).** *A Guide to Effective Supervision of Instruction in Nigerian Schools*. Enugu: Fourth Dimension Publishing Company