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Influence of School Supervision on Job Performance of Teachers in Calabar, Cross River State, Nigeria.

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Abstract

This study was undertaken to assess quality control measures in terms of school supervision on teachers' job performance in public primary schools in Calabar Educational Zone of Cross River State, Nigeria. One null hypothesis was formulated to guide the study. The sample consisted of four hundred and fifty-nine (459) teachers and one thousand, eight hundred and thirty-six (1,836) pupils selected from primary six/JSS2 class. Two instruments were designed for the collection of data. These were Quality Control Measures Questionnaire (QCMQ) and Teachers' Job Performance Questionnaire (TJPQ). Pearson reliability was 0.80 and 0.71 respectively. The data collected were subjected to statistical analysis using One-way Analysis of Variance (ANOVA) and Fisher's protected t-test. The hypothesis was tested at 0.05 level of significance. Findings of the study showed that there was a significant influence of school supervision on teachers' job performance. It was concluded that teachers' job performance could be improved through school supervision. It was recommended among others, that regular school supervision should be undertaken to monitor teachers.

Keywords: School, job performance, supervision, monitoring and teaching

1. Introduction

Teachers are a group of professionals who impart knowledge and mould character, have the vision of progress and growth, not just for the present generation, but the generation to come. Teachers will do better in their job provided opportunities for advancement and better working conditions are provided.

For many years, education and researchers have debated on which factors influence teachers' job performance. School system can be a success *or* failure depending on teachers' job performance effectiveness. Teachers' job performance is the outcome of the task of teaching performed by a teacher at a period in the school system in achieving educational goals. It is ability of a teacher to combine relevant inputs for enhancement of organizational goal achievement. A teacher's job performance is measured on his/her effectiveness in handling lesson notes preparation, lesson presentation, maintenance of discipline, interpersonal relationship and classroom management, assessment of pupils and participation in co-curricular activities. For example, on lesson presentation, teaching and guidance activities are supposed to take place so that appropriate skills and knowledge can be acquired. To a large extent, poor teachers' job performance has become a recurring problem in our school system. Supporting this view, Dike (2000), cited a report by the Federal Government It is also on records that many educational programmes and projects in Nigeria have failed at the implementation stage mainly because teachers' job performance as a key indicator was not taken into consideration for the realization of the goals and objectives of these programmes. Esu (2006) laments the pathetic situation in our schools in recent times where teachers cannot express effectiveness in handling lesson presentation thus impairing knowledge acquisition. For example, an educational inspector attached to the Calabar educational zone informed the researcher that their experiences showed that majority of graduate teachers in the zone were unable to communicate the lesson clearly to the understanding of pupils (Cross River State primary Education Board, 2011).

The National Policy on Education (2004) inter alia state "the objective of its planning,

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administrative, inspectorate, supervisory and financial services in education to ensure quality control through regular supervision of instructional and other educational services" (FRN, 2004). The word "supervision" simply refers to the act of taking charge of people and being responsible for making sure that they do their work (Longman Dictionary of Contemporary English, 2000). Supervision is the process of improving all elements and conditions surrounding teaching and learning to produce better learning by providing the leadership necessary to effect improvement in the work of teachers.

Thus, FRN (2004) stated that "planning, administrative inspectorates, supervisory and financial services in education are to ensure quality control through regular inspection and supervision of instructional and other educational services". Does supervision affect job quality of a teacher? Based on the above question raised, one null hypothesis was formulated; School adherence to quality control measures in terms of supervision of teachers does not significantly influence their job performance.

2. Literature Review

School supervision is the aspect of school administration concerned with guiding the work of teachers, students and non-teaching personnel in schools. The school supervisor is supposed to stimulate, direct and coordinate activities in schools in such a way that the group achieves the school goals effectively under amicable working relationship.

Ijaduola (2000) investigated the relationship that exists between supervisory climate and teacher - student performance in schools. A Significant relationship between frequency of supervisory visits and teacher performance was observed. Akinwumi (2000a) investigated the impact of motivation and supervision and teacher productivity in Oyo state secondary schools. The result revealed that supervision has a greater impact on teacher productivity. The impact was higher in public schools than in private.

Akinwumi (2000b) identified current supervisory strategies and their relationship with teacher effectiveness; a low positive but non- statistically significantly relationship exist between supervisory strategies and teacher effectiveness.

Akinwumi (2000c) also investigated the supervisory

techniques and teacher productivity in Oyo state secondary schools. The summary of research finding revealed that supervision has no significant impact on' teacher productivity. Ntukidem (2003a) studied the performance of teachers under high and low level supervision in Cross River State. The research finding indicated that teachers under high level supervision performed better on their job than their counterparts under low supervision. In a related study, Ntukidem (2003b) investigated the effects of principals' instructional supervisory effectiveness on teachers' work performance in Cross River State. The research findings indicate that the level of supervision does not significantly influence teachers' work performance.

Adeyemi (2008) investigated the degree to which the performance of teachers in secondary schools in Delta State depends on the capacity of school principals to maintain and enforce adequate supervision. The results show that teacher's performance in secondary schools is significantly dependent on the capacity of the principals to effectively conduct adequate and valuable supervision which validates the importance of discipline, record keeping and teaching aids.

3.0 Methodology

Research design adopted for this study was Ex-post facto. The area of study is Calabar Educational Zone of Cross River State, Nigeria. The population of this study was made up of all the teachers in public primary schools in the Calabar Educational Zone of Cross River State. Stratified and simple random sampling methods were used to get the sample for the study. The sample size for this study comprised of four hundred and fifty-nine (459) teachers and one thousand eight hundred and thirty-six (1,836) pupils drawn from seventy-two public schools in the Calabar Educational Zone.

Two types of research questionnaires were used for the study. Quality Control Measures Questionnaires (QCMQ) and "Teachers' Job Performance Questionnaire" (TJPQ). Pearson reliability of 0.80 (QCMQ) and TJPQ had a reliability of 0.71.

3.1 Result

Table 1: Summary of descriptive statistics for the influence of school adherence to quality control measures in terms of supervision of Teachers on Teachers' job performance

Teachers' job performance in terms of:	Supervision of Teachers	N	X	SD
Lesson presentation	Low	230	13.41	1.51
	Moderate	143	14.74	2.04
	High	86	16.34	0.48
	Total	459	14.62	1.96
Interpersonal relationship with students	Low	230	15.87	1.98
	Moderate	143	16.65	0.94
	High	86	16.80	1.93
	Total	459	16.31	16.31
Classroom management and control	Low	230	12.95	4.10
	Moderate	143	13.95	4.35
	High	86	14.63	1.86
	Total	459	13.98	3.32
pupils' assessment	Low	230	14.98	3.00
	Moderate	143	16.20	2.21
	High	86	16.65	1.90
	Total	459	15.67	2.68
Co-curricula activities	Low	230	17.61	3.26
	Moderate	143	18.21	3.04

	High	86	20.00	0.03
	Total	459	18.25	3.00

Table 2:One-way Analysis of Variance (ANOVA) of the influence of school adherence to quality control measures in terms of supervision of Teachers on Teachers' job performance

Teachers' job performance in terms of:	Source of variation	Ss	Df	MS	F
Lesson presentation	Between	465.321	2	232.660	82.101
	Within	1292.226	456	2.834	
	Total	1757.547	458		
Interpersonal relationship with pupils	Between	87.689	2	43.845	13.364
	Within	1495.997	456		
	Total	1583.686	458		
Classroom management	Between	247.467	2	123.734	11.778
	Within	4790.315	456		
	Total	5037.782	458		
pupils' assessment	Between	230.998	2	115.499	17.189
	Within	3063.983	456		
	Total	3294.980	458		
Co-curricula activities	Between	356.914	2	178.457	21.687
	Within	3752.267	456		
	Total	4109.181	458		

*Significant at .05, critical F = 3.00

Results of analysis in Table 2 show that the calculated F-ratios for the comparison between school adherence to quality control measures in terms of supervision of Teachers and Teachers' lesson presentation (82.101), interpersonal relationship with pupils (13.364), classroom management (11.778), pupils' assessment (17.189), and extra curricula activities (21.687) were each greater than the critical F-ratio of 3.00 at .05 level of significance with 2 and 456 degrees of freedom. This means that school adherence to Teachers' supervision as a means for quality

control significantly influence Teachers' job performance in terms of the five sub-variables. Based on these results the null hypothesis was rejected.

To further investigate the category of supervision of teachers that influenced job performance of the teachers more, a Post Hoc comparison test among group means was conducted for the three variables that were significant using Fisher's Least Significant Difference (LSD) method. Results of the analysis are presented in Table 3.

Table 3: Fishers' LSD of the influence of school adherence to quality control measures in terms of Teachers' supervision on Teachers' job performance.

Variable	Teachers' Supervision	1 (n=230)	2 (n=143)	3 (n=86)
Lesson presentation	Low	13.41 ^a	1.33 ^b	2.93
	Moderate	6.93 ^{*c}	14.74	1.60
	High	6.99 [*]	6.90 [*]	16.34
	(MSW=2.832)			
Interpersonal relationship with pupils	Low	15.87	0.93	0.78
	Moderate	4.49 [*]	16.65	0.15
	High	1.73	0.60	16.80
	(MSW=3.281)			
Classroom management	Low	12.95	1.00	1.68
	Moderate	2.70 [*]	13.95	0.68
	High	2.08 [*]	1.52	14.63
	(MSW=10.505)			
pupils' assessment	Low	14.98	1.22	1.67
	Moderate	3.73	16.20	0.45
	High	2.07	1.01	16.65
	(MSW=6.719)			
Co-curricula activities	Low	17.61	0.60	2.39
	Moderate	1.83	18.21	1.79
	High	3.35 [*]	4.53 [*]	20.00
	(MSW=8.229)			

* Significant at .05

- a) Group means are along the principal diagonals
- b) Differences among group means are above the principal diagonals.
- c) t-values are below the principal diagonals

Results of analysis in Table 10 show significant differences among group means as follows:

1. Lesson presentation: Low versus moderate (t= 6.93, P<.05), first degree versus post graduate (t=6.99, P<.05), moderate versus high (t=6.90, P<.05). Following the mean scores, these results indicate that teachers who admit that there is high supervision in their schools (X= 16.24) were the best in lesson presentation.

2. Interpersonal relationship with students: Low versus moderate ($t=4.49$, $P<.05$). Following the mean scores, these results indicate that it was Teachers who were highly supervised ($X= 16.47$) that were the best in interpersonal relationship with pupils.
3. Classroom management: low versus moderate ($t=2.70$, $P<.05$), low versus high ($t= 2.08$, $P<.05$). Following the mean scores, these results indicate that it was teachers who were highly supervised ($X=14.38$) were the best in classroom management, followed by those moderately supervised ($X= 13.02$). The results show that teachers who were given low supervision ($X= 12.27$) were the least in job performance in terms of classroom management.
4. pupils' assessment: low versus moderate ($t=3.73$, $P<.05$), low versus high ($t= 2.07$, $P<.05$). Following the mean scores, these results indicate that it was teachers who were highly supervised ($X=16.24$) that were the best in pupils assessment, followed by those moderately supervised ($X=15.83$). The results show that teachers who were given low supervision ($X=14.59$) were the least in job performance in terms of classroom management.
5. Co-curricula activities: low versus high ($t=3.35$, $P<.05$), moderate versus high ($t=4.53$, $P<.05$). Following the mean scores, these results indicate that it was teachers who were highly supervised ($X=20.00$) were the best in classroom management, followed by those moderately supervised ($X=17.70$). The results show that teachers who were given low supervision ($X=17.19$) were the least in job performance in terms of classroom management.

Discussion

The null hypothesis stated that School adherence to quality control measures in terms of school supervision does not significantly influence their job performance. The results of analysis showed a significant influence of school adherence to quality control measures in terms of school supervision on teachers job performance in respect of lesson presentation (82.101), interpersonal relationship with pupils (13.34), classroom management and control (11.778), students assessment (17.189) and teachers participation in extra curricula activities (21.687) were each greater than critical ratio of 3.00 at .05 level of significance with 2 and 456 degree of freedom. This means that school adherence to teachers' supervision as a means for quality control significantly influence teachers' job performance in terms of the five sub-variables. Based on these results, the null hypothesis was rejected.

This finding agrees with Adeyemi (2008) who investigated the degree to which the performance of teachers in secondary schools in Delta State depends on the capacity of school principals to maintain and enforce adequate supervision. The results showed that teacher's performance in secondary schools is significantly dependent on the capacity of the principals to effectively conduct adequate and valuable supervision which validates the importance of discipline, record keeping and teaching aids. Akinwumi (2000a) investigated the impact of motivation and supervision and teacher productivity in Oyo state secondary schools. The major part of the result revealed that supervision has a greater impact on teacher productivity. Ntukidem (2003a) studied the performance of teachers

under high and low level supervision in Cross River State. The research finding indicates that teachers under high level supervision performed better on their job than their counterparts under low supervision.

On contrary, Ntukidem (2003b) investigated the effects of principals' instructional supervisory effectiveness on teachers' work performance in Cross River State. The research findings indicate that the level of supervision does not significantly influence teachers' work performance.

Conclusion/Recommendations

This study showed the importance supervision plays in teachers' job performance. The research therefore concluded that supervision of teachers is of immense importance as it increases their job performance. This research therefore recommend that supervision of teachers should be intensified to enhance the effectiveness of teachers by the headmasters and other relevant agencies of government to ensure that standards are met in terms of quality education.

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