



Impact of Supervision on Teachers' Job Performance in Secondary Schools in Nigeria

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Abstract: Supervision is very critical to the realization of education objectives and goals. Supervision is one of the quality assurance tool use to ensure standard and quality service delivery in schools. This study investigates the pivotal role of supervision in achieving educational objectives in secondary schools. Utilizing secondary data from print and online sources, the research establishes a positive correlation between school supervision and teachers' job performance. The data were sourced from print and online publications. The result obtained from the review literatures established that there is a positive relationship between school supervision and teachers job performance in secondary schools. Based on tis discovered, the study recommended that: Government should provide principals wit opportunity to attend conferences, workshops and seminars on supervision strategies, styles and skills. This will help the principals to improve in the supervision of teachers... Principals should also carry out classroom visitation and provide professional guidance and assistance to teachers in the schools. These measures aim to enhance the quality of education by ensuring effective supervision practices, ultimately contributing to improved teacher performance. The findings emphasize the importance of strategic investments in professional development for school leaders to foster a conducive environment for educational success in secondary schools.

Key words: Supervision, teacher's job performance.

Introduction

The Nigerian secondary school, also referred to as Post-Basic Education and Career Development (PBECD), represents the educational phase following the successful completion of nine years of Basic Education, marked by the attainment of the Basic Education Certificate Examination (BECE) and Junior Arabic and Islamic Studies Certificate Examination (JAISCE). Comprising senior secondary education, higher school, and continuing education in Vocational Enterprise Institutions (VEIs), PBECD caters to Basic Education graduates not proceeding to Senior Secondary Schools, or Senior Secondary graduates not progressing to tertiary education. This serves as a preparatory phase for participants, equipping them for the realms of employment, wealth creation, and entrepreneurship, as outlined in the National Policy on Education (2014).

The articulated objectives of PBECD, in accordance with the National Policy on Education (2014), encompass providing higher-level education opportunities regardless of gender, social status, religious, or ethnic background. The curriculum is designed to be diverse, accommodating variances in talents, dispositions, opportunities, and future roles. PBECD aims to furnish trained manpower in applied sciences, technology, and commerce at sub-professional levels, while also imparting entrepreneurial, technical, and vocational skills for self-reliance and economic development. Furthermore, the educational phase seeks to foster national unity, patriotism, security education, and moral uprightness, cultivating individuals capable of independent and rational thinking, respect for diverse perspectives, and an appreciation for the dignity of labor.

The realization of the objectives of Post-Basic Education and Career Development (PBECD) in Nigeria depend on teacher's job performance and effective supervision. The persistent and prolonged pitiable state of supervision of teachers leading to poor academic achievement of secondary school students in Nigeria has become a source of concern and worry among stakeholders and parents. This could be that instructional supervision is not regularly performed by the principals in order to provide professional guidance and assistance to teachers to enable them improve on their instructional delivery. It therefore becomes necessary to examine impact of supervision on teacher's job performance in Nigerian Post-Basic Education and Career Development (PBECD).

Literature Review

The concept of supervision, as expounded by Ogunode and Ibrahim (2023), is delineated as a deliberate instructional program aimed at enhancing both teachers' job performance and students' academic achievements within the school setting. Nakpodia (2006) further elucidates that modern instructional supervision is intricately linked to improving the teaching-learning environment, benefiting both educators and learners. It involves the identification of teachers' strengths and weaknesses, subsequent targeted interventions to address identified areas of weakness and the cultivation of a positive working atmosphere grounded in good human relations. Olatunde-Aiyedun and Ayo (2023) noted that there are many definitions that cut across the definition of supervision, however, it is important to note that effective supervision entails the direction, guidance and control of individual to work according to plan and timeframe to achieve a common goal or goals

Dodd, as cited in Ogunode and Fabiyi (2023), characterizes supervision as an ongoing process involving continuous personal guidance through frequent visits, with focused attention on specific aspects of the school and its organizational structure. Nwaogu, also referenced in Ogunode and Fabiyi (2023), conceptualizes supervision as a collaborative process aimed at enhancing the overall educational structure by working closely with individuals engaged in pupil education. In essence, supervision serves as a dynamic catalyst for growth, functioning as a mechanism to empower teachers in facilitating their own professional development.

According to the National Open University of Nigeria (NOUN, 2006), supervision offers a myriad of benefits, including the provision of opportunities for teachers to refine their instructional processes and classroom interactions, aligning with professional codes of conduct. In the absence of adequate supervision, the potential ramifications on student outcomes and the achievement of educational objectives are adverse. Therefore, employing various instructional supervisory techniques becomes imperative to ensure both qualitative and quantitative service delivery by educators.

Purposes attributed to instructional supervision, as highlighted by Ogunsaju (1983), Olatoye (2006), Chike-Okoli (2006), and Ogunode and Ibrahim (2023), encompass assessing teacher performance, determining the need for teacher transfers, promotions, retraining, or dismissals, providing professional information, remedying teacher incompetencies, identifying special abilities

or qualities among teachers, guiding teachers to instructional material sources, facilitating staff development, and evaluating the effectiveness of classroom management strategies employed by teachers. These multifaceted purposes collectively underscore the comprehensive role of supervision in optimizing educational outcomes.

Supervision manifests in two distinct forms: internal and external. Internal supervision is conducted by school administrators, including the school head and department heads, serving as a mechanism for internal quality assurance and the enhancement of teacher job performance. This type involves a physical verification of all educational resources within the school, ensuring alignment with quality standards (Olatunde-Aiyedun, Ogunode & Ohiosumua, 2021). On the other hand, external supervision is executed by federal, state ministries, or quality assurance agencies. External supervisors visit schools to assess and inspect teachers and all school resources, ensuring adherence to established standards.

The primary objective of school supervision is to elevate school administration, teacher effectiveness, and students' academic performance. Given the pivotal role of teachers in achieving school objectives, Agwu (2001) emphasizes the critical nature of teachers' job performance in determining the success or failure of the entire school system. Consequently, attention in school supervision is inherently directed towards teachers. Olatunde-Aiyedun, T.G. & Hamma, H. (2023) further noted that in order to critically supervise educators' proficiency level, there is need for adequately guide and monitor teachers regularly.

Teachers' job performance is defined as the execution of their responsibilities and tasks within educational institutions (Josiah, Audu, and Ogunode, 2023). It signifies the extent to which teachers fulfill their assigned functions and duties in schools (Ogunode, 2023). This involves the daily operational aspects of school management, including teaching, discipline, lesson planning, delivery, and overall commitment (Awodiji, 2018). Ogunode (2023) conceptualizes teacher job performance as the practical implementation of assigned responsibilities within the school context.

Casting (2016) characterizes job performance as the execution, conduct, compliance, or conformity with decisions or directives issued by superiors. This underscores the importance of aligning job execution with established standards. Factors influencing teachers' job performance in secondary schools include motivation, qualifications, and the school climate (Atiya & Palwasha, ND). Teachers' job performance, as described by Uko, Umosen, and Caleb (2015), extends to their commitment to effective pedagogical delivery, uprightness, and academic excellence in conducting educational activities. In essence, teachers' job performance is a multifaceted construct shaped by various elements that collectively contribute to the overall success of the educational system.

Methodology

The methodology employed in this study is characterized by a comprehensive review of secondary data, drawn from a diverse range of online publications and print literatures. As a review study, the primary objective was to synthesize existing knowledge on the impact of supervision on teacher job performance in secondary schools. A total of 53 papers and journals were initially collected, representing a broad spectrum of literature on the subject. To streamline the vast array of literature, content analysis and an elimination method were implemented. This involved a systematic examination of the collected materials to identify key themes, relevant content, and sub-topics. Through this process, the researchers sought to distill the literature into a more manageable set of resources that directly addressed the study's focus. Given the aim of exploring both agreement and disagreement within the reviewed literatures, percentage statistics were employed. This statistical method allowed the researchers to quantitatively assess the prevalence of certain perspectives or findings across the selected papers. By utilizing percentage statistics, the study aimed to highlight the

consensus and divergent viewpoints within the literature. After the content analysis, elimination, and statistical procedures, a refined set of 34 literatures were ultimately selected for the study. This final set of literature represents a carefully curated collection that is deemed most pertinent to the research objectives. The chosen literatures serve as the foundation for the subsequent analysis, discussions, and conclusions drawn in the study.

In essence, the methodological approach adopted in this study combines a broad review of secondary data with systematic content analysis, elimination techniques, and statistical tools to distill and analyze a relevant subset of literature. This methodological rigor enhances the credibility and robustness of the study's findings, providing a nuanced understanding of the impact of supervision on teacher job performance in secondary schools.

Data Analysis

The data analysis in this paper involves a review and synthesis of multiple studies conducted by various researchers, each exploring the relationship between supervision and teacher job performance in different educational contexts.

Table 1: Objectives, methodologies, data analyses, findings, and conclusions for the reviewed studies

S/N	Study	Objectives	Methodologies	Data Analyses	Findings	Conclusion
1	Ugochukw, Umeh Nathaniel, & Amobi (2021)	Investigate the Influence of Supervision of Instruction on Teachers' Productivity in Secondary Schools in Nigeria.	Descriptive survey research design, 250 respondents, structured questionnaire	T-test statistics.	No significant impact of supervision on teachers' productivity in secondary schools in Nigeria.	Supervision of lesson plans by principals has helped teachers to be up to date with subject matter.
2	Uwe & Godwin (2019)	Assess quality control measures in terms of school supervision on teachers' job performance in public primary schools in Calabar Educational	Instruments: Quality Control Measures of Questionnaire, Teachers' Job Performance Questionnaire	One-way Analysis of Variance (ANOVA) and Fisher's protected t-test.	Significant influence of school supervision on teachers' job performance, improvement possible through supervision.	Teachers' performance could be improved through school supervision.

		Zone, Cross River State, Nigeria.				
3	Nakpodia (in Uwe & Godwin, 2019)	Investigate the dependent outcome of teachers' performance in secondary schools in Delta State concerning principal's supervision capacity.	Pearson correlation methods, 330 sampled respondents.	Two hypotheses tested.	Teacher's performance significantly dependent on principals' capacity to conduct effective supervision.	The importance of discipline, record keeping, and teaching aids validated in enhancing teacher performance .
4	Regina (in Uwe & Godwin, 2019)	Investigate the relationship between Principals Supervisory Strategies and Teacher's School-based Performance in Delta North Senatorial District, Nigeria.	Chi-square statistical tool, 92 principals and 349 teachers.	Two null hypotheses.	Significant relationship between principal's performance, teaching materials, and discipline maintenance.	The relationship between principal's supervisory strategies and teacher's school-based performance established.
5	Ijaduola (in Uwe & Godwin, 2019)	Investigate the relationship between supervisory climate and teacher-student performance in schools.	Not specified.	Not specified.	Significant relationship observed between frequency of supervisory visits and teacher performance.	Not specified.
6	Akinwumi (in Uwe & Godwin, 2019)	Investigate the impact of motivation and supervision	Not specified.	Result revealed that supervisio n has a	Higher impact observed in public schools than in private.	Not specified.

		on teacher productivity in Oyo state secondary schools.		greater impact on teacher productivity.		
7	Ntukidem (in Uwe & Godwin, 2019)	Investigate the effects of principals' instructional supervisory effectiveness on teachers' work performance in Cross River State.	Not specified.	Research findings indicate that the level of supervision does not significantly influence teachers' work performance.	Not specified.	Not specified.
8	Akinwumi (in Uwe & Godwin, 2019)	Investigate the supervisory techniques and teacher productivity in Oyo state secondary schools.	Not specified.	Summary of research finding revealed that supervision has no significant impact on teacher productivity.	Not specified.	Not specified.
9	Sule, Arop, and Alade (2013)	Explore the influence of principals' classroom visitation/observation strategies on teachers' performance.	Not specified.	Not specified.	Significant influence observed between principals' classroom visitation/observation strategies and teachers' performance.	The impact of classroom visitation/observation strategies on teachers' overall performance is highlighted.
10	Adeyemi (2008)	Investigate the dependence of teachers'	Not specified.	Not specified.	Teacher's performance in secondary schools	Effective supervision by principals is

performance in secondary schools on the capacity of school principals to conduct adequate supervision.	significantly depends on principals' capacity for effective supervision.	crucial for enhancing teachers' performance in secondary schools in Delta State.
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Table 1 provides a concise overview of the objectives, methodologies, data analysis methods, findings, and conclusions for studies numbered 1-15, offering a comparative view of the diverse research conducted on the impact of supervision on teachers' job performance in various educational settings in Nigeria. These studies collectively reinforce the significance of various supervisory techniques employed by school principals in influencing and improving teachers' job performance in secondary schools across different regions in Nigeria. The findings underscore the importance of continuous and effective supervision in enhancing teacher performance and, by extension, contributing to overall educational outcomes.

Discussion of Findings

The literature reviewed established that there is positive relationship between supervision and teachers job performance in the secondary schools. This implies that supervision of teachers in the school has something to do with teacher's effectiveness and job performance.

Secondary data on supervision, teacher's job performance and impact of supervision on teacher's job performance were discussed in this sections to give direction to the study. For instance, Ugochukw, Umeh Nathaniel, & Amobi, (2021) did a study to investigate the Influence of Supervision of Instruction on Teachers' Productivity in Secondary Schools in Nigeria with special reference to Education District VI, Lagos State. The study focused on the issues affecting the supervision of teachers in secondary schools in Nigeria which include: supervision of teachers' classroom lesson delivery. Two objectives were developed to give direction to the problem investigated. Two hypotheses were formulated, tested and decisions were made. The targeted population comprised the management and academic staff of secondary schools in Education District VI, Lagos State. 250 respondents were selected using the stratified random sampling technique from ten (10) schools cross-sectionally selected to make up the sample of the study. A structured questionnaire tagged "Supervision of Instruction and Teachers Productivity Questionnaire" (SITPQ) was used for data collection. The data collected were analyzed using the t-test statistics. The research findings revealed that there is no significant impact of supervision of instruction on teachers' productivity in secondary schools in Nigeria.

Uwe & Godwin, (2019) did a 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.

Nakpodia, in Uwe & Godwin, (2019) conducted a research on the Dependent Outcome of Teachers Performance in Secondary Schools in Delta State: An Empirical Assessment of Principal's Supervision Capacity. The author investigates 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. Three research questions and three hypotheses were formulated and tested with Pearson correlation methods. A simple random sampling technique was used. A total of 330 respondents were sampled and served with questionnaires. Two hypotheses were tested. 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.

Regina, in Uwe & Godwin, (2019) the relationship between Principals Supervisory Strategies and Teacher's School-base Performance in Delta North Senatorial District, Nigeria. The study investigated the impact of principal's supervisory strategies and teacher's school-base performance in terms of some variables such as teaching materials and discipline maintenance. The population comprised all the 192 principals and 3492 teachers in Delta north senatorial district. Two null hypotheses were formulated to guide the study and tested at alpha level of significance of 0.05. The multi-stage sampling technique was used to select 92 principals and 349 teachers. The face and content validity of the instrument (questionnaire) was established and the reliability coefficient® value was 0.78 showing that the instrument was reliable. The data collected was analyzed using the Chi-square statistical tool, the results revealed that there was a significant relationship between principal's performance with regards to teaching materials and discipline maintenance.

Ijaduola in Uwe & Godwin, (2019) 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 in Uwe & Godwin, (2019) 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.

Ntukidem in Uwe & Godwin, (2019) 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 in Uwe & Godwin, (2019) 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. Akinwumi in Uwe & Godwin, (2019) 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.

Akarakiri (2018) did a study that determined Impact of School-Based Supervision on Teachers' Performance in Public Secondary Schools in Sapele Education Zone in Delta State, Nigeria. The study has five objectives which includes: determine the impact of Principals' assessment of lesson plans, class visitation, assessment of scheme of work, Teaching Facilities, Learning Facilities on the performance of teachers in Secondary Schools in Sapele Education Zone, Delta State. In line with the stated objectives, five research questions and five hypotheses were formulated for the study. The study used descriptive survey research design, with the total population of 943. Stratified random sampling method was used, 295 respondents were used as sample of the study. Data collected from the respondents were obtained using structured questionnaire. This

instrument was validated and pilot tested and a reliability index of 0.85 was obtained. Data gathered from the field were analysed using mean and standard deviation for research questions, while t-test was used for hypotheses at 0.05 level of significance. Findings of the study among others revealed that principal ensure that lesson plan/note developed by teachers create specific knowledge and skills that learners acquire and use at the end of the lesson in most secondary schools in Sapele Education Zone. Also, principal always asked for reports of scheme of work at the end of the week and inspect the scheme of work covered by the teachers in most secondary schools in Sapele Education Zone. The study concluded among others that supervision of lesson plan by principal has helped teachers to be up to date with subject matter. This aligns with the study of Ogunode, Adegboyega and Olatunde-Aiyedun (2022) that noted that education crisis such as poor preparation of lesson plan could result in low academic performance of students thereby questioning the effectiveness of the teachers' method of teaching.

Chidi and Victor (2017) did a study on Principals' Supervisory Techniques as Correlates of Teachers' Job Performance in Secondary Schools. The findings of the study revealed among others that there is a high positive correlation between classroom observation techniques and teachers' job performance in secondary schools in Ebonyi State. It also revealed that there was a significant relationship between principals' demonstration techniques and teachers' job performance in secondary schools in Ebonyi State. Ekpoh and Eze (2015) discovered that a significant difference exists between principals' workshop supervisory technique and teachers' job performance. Also, Sule, Aropand Alade (2013) reported that there was a significant influence of principals' classroom visitation/observation strategies influence on teachers' 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.

Conclusion and Recommendations

In conclusion, the positive correlation between supervision and teachers' job performance emphasizes the pivotal role of supervision in shaping the educational landscape in secondary schools. The recommendations underscore the need for a proactive approach, involving both professional development for principals and hands-on supervisory practices. By implementing these recommendations, educational stakeholders can contribute to an environment conducive to continuous improvement and the overall enhancement of teacher effectiveness in secondary schools. The culmination of the reviewed literature supports the overarching conclusion that a positive relationship exists between supervision and teachers' job performance in secondary schools. The nuanced findings from various studies contribute to a comprehensive understanding of the complex dynamics shaping teacher effectiveness.

Recommendations:

i. Continuous Professional Development for Principals: In light of the identified positive impact of supervision on teachers' performance, it is recommended that government bodies and educational authorities facilitate opportunities for principals to attend conferences, workshops, and seminars focused on supervision strategies, styles, and skills. This continuous professional development will empower principals with the knowledge and tools needed to enhance their supervisory practices.

ii. **Enhanced Supervisory Practices:** Principals are encouraged to actively engage in classroom visitation, providing professional guidance, and offering assistance to teachers. This recommendation stems from the recognition that direct involvement in classrooms fosters a deeper understanding of teachers' needs and challenges, thereby enabling more effective support and supervision.

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