

Impact of Instructional Supervision on Teacher's Job Performance in Niger State Secondary Schools, Nigeria

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Abstract

This study examines the impact of instructional supervision on teacher's job performance in Niger state secondary schools, Nigeria. The study adopted a descriptive research design. Three research questions were adopted for the study and three null hypotheses were tested at 0.05 level of significance. Mean and standard deviation were used to analyze the three research questions. All the 6,870 public secondary school teachers in Niger state constituted the population of the study. Samples of 687 teachers were selected through proportionate stratified random sampling technique. The researcher developed a questionnaire tagged Instructional Supervision and Teachers' Job Performance (ISTJP). The three null hypotheses were tested using t-test statistical technique and all the three were rejected. The result of the study indicates that internal and external supervision of general, follow up, and partial depict positive impact on teacher's job performance in Niger State owned secondary schools. In the end, recommendations were made that workshops and seminars should be organised regularly for teachers on needs of supervision, there should be good rapports between supervisors and teachers for supervision to be friendly and supervisors should get abreast with the problems of the supervised, especially those that hinder supervision of any type.

Keywords: Instructional Supervision, Supervision, Teachers' Job Performance, Secondary Schools, Students.

Introduction

Education is also the bedrock of any nations' socio-economic, cultural, religious and political development. However, all the various levels of education such as early childhood, pre-primary, primary/basic, post primary /secondary and tertiary, including the educational institutions must be properly administered and managed in order to produce vibrant students that will contribute effectively towards national development.

This in essence will include attainment of a high level of 'academic excellence' which entails the inculcation of the right type of knowledge, skills, values and attitudes to the learner to enable him function efficiently and effectively within the society, and ensure societal survival (Aliyu & Bello, 2024). This according to Nwogbo and Okeke (2022) can be achieved through a disciplined and committed teacher. To ensure that teachers are highly discipline with high productivity

in the education sector, instructional supervision is needed to ensure that teacher high productivity and work commitment is guaranteed and enhanced (Ikegbusi, 2021). Certain degree of respect and regard to a person's position and duty in a society tend to bring out the best in most individuals and also give him a perceptive sense of satisfaction in whatever duty he accomplishes (Modebelu, 2024). Business and corporations supervise and evaluate employee performance for a variety of reasons including retention, promotion and accountability for completing job related tasks (Ekundayo, Oyerinde & Kolawole, 2023). Olatoye (2021) states that education is not different as it require supervision of classroom instruction to evaluate teachers' effectiveness. Also, education aimed at bringing about the relatively change in behaviour of the learner as a result of learning. Teachers are the backbone of the entire education system according to (Olorunfemi, 2020). Their effectiveness is perhaps the most important factor affecting the future development of education process (Ajayi & Ayodele, 2021). Teachers as individuals or group of individuals hold a very important position in educational sector (FGN, 2004). Ikegbusi (2021) is of the opinion that teachers teach, train and process students to acquire the necessary life skills that would enable them survive and contribute meaningfully to the society they belong. Teachers cannot effectively and efficiently execute the above duties without themselves being properly and adequately educated, provided for and monitored (Ofojebe, Chukwuma & Onyekwe, 2021).

According to Ogba and Igu (2024) supervision has been identified as one of the approaches to teacher effectiveness. This calls for supervision of instructional procedure in secondary schools. Supervision according to Modebelu (2024) is a process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational institution. Ogbo (2021) defined supervision as the maximum development of the teacher into the most professionally efficient and effective person he is capable of becoming. This definition recognizes that a teacher has potentials that needed help guidance and directing. Walker (2024) and Clark (2022) on the other hand see supervision as a task of improving instruction through regular monitoring and in-service education of teachers. These definitions therefore, according to Eya and Leonard (2022) indicate that supervision is all about promoting leadership and teacher growth in educational practices. Instructional supervision according to Olorunfemi (2020) and Okobia (2023) is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets. This definition describes instructional supervision from the point of establishing the relationship with stakeholders in the school system for the purpose of achieving the set objectives. Similarly, Gordon and Ross-Gordon (2021) describe supervision as a service activity that exists to help teachers do their job effectively. In general, according to Mecgley (2021) the major function of the supervisor is to assist others to become efficient and effective in the performance of the assigned duties. According to Aliyu and

Bello (2024) the functions of school supervisors towards attaining effective supervision include: making classroom visits, supervising heads of departments and teachers by checking their scheme of work and lesson notes, check-mating teachers' classroom attendance, checking absenteeism and rewarding hardworking teachers and punishing indolent ones by assigning administrative duties to them as means of encouraging to do the right things at the right time Firz (2024) identified two types of supervision as internal and external supervision. Internal supervision is carried out by the school administrators (headmaster/assistant headmaster or principal/vice principal), while government and delegated agents conduct the external supervision.

Modebelu (2024) and Walker (2024) were of the opinion that external supervision is more effective in promoting teacher instructional effectiveness in schools. Eya and Leonard (2022), postulate that internal supervision is more conversant, their reasons being that it helps teachers to be dedicated to their duties and helps the less effective and inexperienced teachers to improve their teaching. The current twofold mode of supervision (internal and external supervision) tends to generate conflict in the assessment of the instructional performance of teachers. There has been inconsistency on research into the best mode of Supervision of instruction. Modebelu (2024) and Walker (2024) recommended external supervision as the way out to the problem of supervision of instruction. Eya and Leonard (2022) supported internal supervision. In view of this inconsistency, one cannot just decide on

which mode of supervision is more effective to rescue the educational sector of its problems. It is based on this identified problem that the researcher accommodates the variable of general supervision, follow-up supervision and partial supervision to solve the problem of instructional delivery in Niger State secondary schools.

Objectives of the Study

The following are the objectives for this study:

1. To investigate the effect of instructional supervision on teachers' performance.
2. To determine the effect of internal supervision on teachers' performance.
3. To find out the effect general supervision would have on teachers' performance.
4. To investigate the various effects follow-up supervision would have on teachers' performance.
5. To determine the effects partial supervision would have on teachers' performance.

Research Questions

The following research questions guided the study:

1. What are the impacts of internal and general supervision on teacher's job performance?
2. What impacts does internal and follow-up supervision have on teacher's job performance?
3. What impacts does internal and partial supervision depict on teacher's job performance?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the impact of internal and general supervision on teacher's job performance.
2. There is no significant difference between the impact of internal and follow-up supervision on teacher's job performance.
3. There is no significant difference between the impact of internal and partial supervision on teacher's job performance.

Methodology

The study used a descriptive survey research design to collect data from teachers. The population comprised all the secondary school teachers in government owned secondary schools in Kontagora, Niger State, Nigeria. A sample of 687 secondary school teachers was drawn through proportionate stratified random sampling technique. According to Nwankwo (2020) stratified sampling ensures the representation of every stratum. The instrument that was used for data collection was a questionnaire called Internal Supervision Assessment Scale (ISAS) for section A which consists of 20 items, while section B was External

Supervision Assessment Scale (ESAS) which equally consists of 20 items covering general supervision, follow-up supervision and partial supervision respectively. The instrument was face validated by experts in Measurement and Evaluation in the Faculty of Education, Imo State University, Owerri.

The data collected were used to compute the reliability coefficient using Cronbach Alpha which yielded a reliability coefficient of 0.73 which indicated high internal consistency of items of the instrument. It was 4 points likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The researchers used direct delivery technique in the administration of the instrument with the help of 2 research assistants. In each local government visited, copies of the questionnaire were administered on the selected respondents; they were allowed to respond to the items before retrieving the filled questionnaire. These strategies were meant to minimize chances of loss of questionnaire items, and to explain any point the respondents may not understand very well. Out of the 687 copies distributed questionnaire items, all the copies were retrieved and used for the study. The data collected were analysed using mean and standard deviation for the research questions, while the null hypothesis was tested at 0.05 level of significance using t-test statistics.

Table 1: Summary of the analysis of research questions

S/N	Research Questions	Variables	Items	Mean	Standard deviation
1.	What are the impacts of internal and general supervision on teacher's job performance?	Internal	687	25.7	0.43
2.	What impacts does internal and follow-up supervision have on teacher's job performance?	General	687	26.4	0.45
3.	What impacts does internal and partial supervision depict on teacher's job performance?	Internal	687	24.6	0.41
		Partial	687		

From the table 1 above, one can observed that the variable internal and general are heterogamous in nature because any attempt to reduce one, the outcome will get deteriorating. This is evident in the minimal value of the mean (25.7) and the standard deviation (0.43). Secondly, the variables of internal and follow-up are equally

heterogamous in nature because of the minimal value of the mean (26.4) and the standard deviation (0.45). Thirdly, the variables of internal and partial are equally heterogamous in nature because of the minimal value of the their mean (24.6) and the standard deviation (0.41).

Hypothesis Testing

Null Hypothesis One

Table 2: Comparison between Internal and General Supervision on teacher's job performance

Source variation	No. of Items	X	Sd	Df	T-Cal	T-Crit	P
Internal supervision	687	4.71	0.69	38	0.051	2.31	0.05
General supervision	687	4.32	0.61				

From table 2 above, it is observed that table value of 2.31 is higher than the calculated value of 0.051 by 2.259 at 0.05 level of significance. Therefore, the null hypothesis H_0 is rejected. This depicts that both the internal and general supervision are predictor

for teacher's job performance in Niger State secondary schools. This implies that regular practices of both the internal and general supervision in the affected secondary schools will make teacher performance to improve.

Table 3: Comparison between Internal and Follow-up Supervision on teacher's job performance

Source variation	No. of Items	X	Sd	Df	T-Cal	T-Crit	P
Internal supervision	687	4.71	0.67	38	0.053	2.31	0.05
Follow-up supervision	687	4.32	0.59				

From table 3 above, the calculated t-test value of 0.053 is lower to the table value of 2.31 with difference of 2.257 which make the null hypothesis to be rejected. This means that the variable of follow-up supervision is a determinant in the

performance of teachers in Niger State secondary schools. This is evident in the contributory activities of regular attendance in school instructional guidance services rendered by supervisors, regular supervision of teachers' activities by the school principal.

Table 4: Comparison between Internal and Partial Supervision on teacher's job performance

Source variation	No. of Items	X	Sd	Df	T-Cal	T-Crit	P
Internal supervision	687	4.71	0.63	38	0.050	2.31	0.05
Partial supervision	687	4.32	0.55				

From table 4 above, the calculated value of 0.050 is lower to the t-table value of 2.31 with the difference of 2.26. Therefore, the null hypothesis H_{03} is thereby rejected, this

means that the two variables of internal and partial supervision have significant impact on teacher's job performance in Niger state secondary schools.

Discussion of Findings

The discussion of the findings is based on the research questions and hypothesis which guided the study. Research question one sought to find out the impact of internal and general supervision on teacher effectiveness. It revealed that secondary school teachers were highly positive on their responses on the impact of internal and general supervision on teacher effectiveness. This indicates that principals who are charged with the responsibility of supervising the teachers internally are carrying out this function marvellously. The roles of internal supervision that have positive impacts on teacher effectiveness ranged from assistance in clarifying school policies, strategies for

effective curriculum implementation and delivery of instruction to teaching skills acquisition, and educational leadership. This finding is in line with the views of Eya & Leonard (2012); Okobia (2023) and Ofojebe (2024) who found that internal supervision is more competent, conversant and effective, and that it can enhance instructional performance of teachers. Research question two sought to find out the impact of internal and follow up supervision on teacher effectiveness. It showed that secondary school teachers among other things rated very high the points that internal and follow up supervision keeps teachers alert and orderly in their work behaviours, take active part in seeking solutions to instructional

problems, and contributes to the professional growth of teachers.

These findings agree with that of Modebelu (2024) and Walker (2024) who found out that external supervision is highly effective because teachers regard external supervisors as people with sound knowledge and who have power to punish teachers by surcharging their salaries, delaying their promotions and issuance of queries. Also, in support of the result, Ughamadu (2021) found out that external supervision has helped the teacher to handle the pupils effectively, and that it has great impact in improving not only teaching and academic environment, but also promotes effective learning for both their pupils. This high regard forced teachers to always be prepared and organised in their work behaviours, so that they would avoid the wrath of these external supervisors which might lead to retardation of their professional growth through promotions. Research question three sought to find out the impact of internal and partial supervision on teacher job performance. It shows that secondary school teachers among other things rated very high the points that partial supervision keeps teacher and schools alerts and orderly in their job behaviours. It makes teachers and school seeking necessary solutions that is needed in solving problems. Jonesboro (2023) also found out that internal supervision is effective because it relies heavily on the sense of voluntary shared responsibility, and on mutual shaping of goals and of patterns to reach them. In support of the result too, Olatoye (2021) observed that internal supervision furnishes and equips teachers

with necessary information and suggestions for instructional improvement.

Conclusion

Based on the above discussion, the following conclusions are emphasised. Teachers in Enugu South Local Government Area viewed both internal and external supervision as imparting positive influence on teacher effectiveness. In other words, both internal and external supervision of instruction have significant influence on the effectiveness of teachers in secondary school in Enugu state. Therefore, the adoption of internal and external supervision is cost effective and should be effectively utilized to optimal benefits in the educational system, for the improvement of teaching and learning.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Workshops and seminars should be organised regularly for teachers on needs of supervision and what are expected of them in such exercise.
2. There should be good rapports between supervisors and teachers for supervision to be friendly and positive.
3. Internal and external supervisors should get abreast with the problems of the supervised, especially those that hinder supervision of any type.
4. Necessary facilities and instructional materials should be supplied to all secondary schools in order to generate effective and functional school system that would facilitate effective supervision exercise.

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