



Impact of School Supervision on Teachers' Performance in Public Senior Secondary Schools in Bauchi State, Nigeria

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ABSTRACT

A survey research design was used in this study. The researchers considered this design appropriate since no variable was manipulated in the study. The population comprised of two hundred and twelve (212) principals in the public senior secondary of Bauchi State and sampled 140 as respondents using stratified random sampling technique. A questionnaire of 4-rating scale which was as tagged "Impacts of School Supervision on Teacher Performance in Public Senior Secondary Schools in Bauchi state" (ISSOTPPSSSB) served as instruments for data collection. The instrument was validated by three experts. Based on their comments, some items were restructured to produce the final instrument. The test-retest method was used to ascertain the reliability of the instrument using Cronbach alpha technique. The reliability coefficient obtained was 0.81. The instrument was regarded as reliable enough for use in data collection for the study. The data collected was analyzed and the mean response score and standard deviation were used to answer the research question. Mean score values of 2.50 and above were accepted while mean values below 2.50 was rejected. The study concluded that schools supervision on teacher performance in public secondary school encourages hard work and has great impacts on teacher performance as it encourages hard work and hence secondary schools' objectives achieved. The study recommended that schools' head should ensure that, teachers' attendance registers are used and signed correctly in schools as it helps to check mate teachers' punctuality and presence and in public secondary schools and teachers should be sponsored by the State government to go for training on evaluation processes/ techniques to couple with millennium challenges.

ARTICLEINFO

ArticleHistory

Received: August, 2022

Received in revised form: August, 2022

Accepted: November, 2022

Published online: December, 2022

KEYWORDS

School, School Supervision, Teachers, Performance

INTRODUCTION

The role of supervision in secondary school education cannot be under-estimated. School supervision is also systematically design to accomplish educational tasks so that internal structure of the school is determined by the functions. Ughamadu (2015) opined that school supervision is a way of improving the activities of teaching and learning. It is a process in which teachers are guided and assisted to meet the set target of instructional objectives for the purpose of achieving the goals of the school. School supervision is a positive process which enables

teachers' to have feedback on their performance which can make teaching more productive and lead to the achievement of school objectives (Prince, 2014). Secondary education must be supervised and managed well in order to produce productive outputs (Ikegbusi and Iheanacho, 2016). School supervision is necessary in educational system in order to standardize teaching and learning.

On the other hand, teachers' performance means checking whether teachers job in schools are being done in accordance with educational set guides. Teacher performance is



an achievement by teachers in carrying out their duties as educators and the quality of educational outcomes is largely determined by the teacher, because the party who has the most direct contact with students in the learning process in school educational institutions and other educational institutions is the teacher (Neave, 2019). Supervision is needed to improve the execution of the teaching process and school supervision is an activity in which teachers are assisted in developing the ability to manage learning so that effective and efficient learning objectives can be achieved.

Supervision has not been optimal. Supervision focuses more on technical aspects and rarely involve administrative aspects directly related to the learning process. Teacher performance can be seen through a performance appraisal which in principle is a way of measuring the contribution of individuals. Academic supervision is one way of evaluating teacher performance through a systematic planning cycle, careful and careful observation. Through supervision it is expected that teachers will provide feedback with the improvement of the quality of performance. School supervision will have a positive impact on teachers professionally if it is carried out effectively. The impact is visible from indicators such as: the invitation of teachers to be supervisors to supervise the class, increased teaching motivation, discussions between teachers began to take place, Improve teachers' innovative ability and creativity, and produce designs, artworks or intellectual property in the form of research, publications and students.

However, there are studies that draw conclusions about impact of school supervision on teachers' performance and have a significant positive effect on the performance of teachers (Adenkule, 2021). This makes it clear to understanding the impact of school supervision. Furthermore, school supervision was conceived as one of the forms of accountability in education (Neave, 2019). Supervision is a mechanism used to check the effectiveness and efficiency of school as a system hence the need to determine

the impact of school supervision on teachers' performance in Senior Secondary Schools in Bauchi State, Nigeria.

Statement of the Problem

School supervision is required in order to achieve the objectives of education. Government is spending a lot of public funds through Ministry of Education; Federal, States and Local Government department of education on school supervision, the feedback on its impact for teaching and learning activities remained unclear as there is low academic performance of Senior Secondary schools students in recent years and such situation generated an outcry by stakeholders in education. This showed a great concern for the development of secondary education in Bauchi State. Therefore, this study aimed is set to determine the impact of school supervision on teachers' performance in Senior Secondary Schools aimed at providing insightful interventions on how to ensure supervision in schools is effectively carried out.

Research Questions

- i. What is the impact of school supervision on teacher performance on attendance registers in public senior schools?
- ii. What is the impact of school supervision on teacher performance on record keeping in public senior school

METHODOLOGY

The study adopted a cross sectional survey design, the study considered the population of two hundred and twelve (212) principals in the public senior secondary of Bauchi State and sampled 140 as respondents using stratified random sampling technique. A questionnaire of 4-rating scale which was as tagged "Impacts of School Supervision on Teacher Performance in Public Senior Secondary Schools in Bauchi state" (ISSOTPPSSSB) served as instruments for data collection. Data generated was analyzed using means and standard deviation for the research questions.



RESULTS

Table 1: Impact of school supervision on teacher performance in public senior secondary schools on the use of attendance registers

S/No.	Items	SA	A	D	SD	Total	X	Remark
1.	Use of teachers' attendance registers improve teachers' punctuality in public secondary.	10	8	8	8	516	3.69	Agreed
2.	School Supervision on teachers' job performance in relation to the improves teachers' regularity in school attendance.	112	8	8	12	508	3.69	Agreed
3.	Teachers in public secondary schools should not be frequently supervised on the use of attendance register to boost their morale on job efficiency.	20	40	68	-	444	3.17	Agreed
4.	Use attendance registers in public senior secondary schools doesn't show teachers' competency of job performance.	72	48	12	8	236	1.69	Disagreed
5.	Use attendance registers in public senior secondary schools has an effect on good work motivation	112	8	8	12	508	3.69	Agreed

Source: Field survey, 2022

Data in Table.1 above revealed that, all the items have mean responses above the benchmark mean of 2.50 except item 4 which has 1.69 which is a negative statement, this means that respondents agreed to the fact that school supervision has impacts on teachers' job performance in relation to the use of teachers'

attendance registers in public secondary schools in Bauchi State. Again, on the average the mean response of 3.23 is above the bench mark mean of 2.50 which further shows that the respondents are affirmative that school supervision is impactful on public secondary schools' teachers' job performance in Bauchi State.



Table 2: Impact of school supervision on teacher performance in public senior secondary schools on record keeping in public senior secondary schools

S/No.	Items	SA	A	D	SD	Total	X	Remark
1.	Missing of records in public secondary schools affects academic activities in the schools.	76	44	12	4	464	3.31	Agreed
2.	Good record keeping makes students to have confidence in their teachers.	80	60	-	-	500	3.57	Agreed
3.	Negligence of record keeping shows teachers ability to perform well in public schools.	92	40	4	4	500	3.57	Agreed
4.	Administration knowledge has no effect on recordkeeping in public secondary Schools.	20	12	40	68	476	3.11	Agreed
5.	Good record keeping enhance effective instructional supervision and students' performance	87	39	4	4	494	3.50	Agreed

Source: Field survey, 2022

Data presented in Table 2 above, showed that every item presented was affirmative since each of the items has a mean response above 2.50 (the mean of the scale). This shows that the respondents are affirmative. In the same vein, the mean response of 3.10 which is also above the bench mark mean goes to show further that the responses are in the affirmative. Based on the analysis, it could be concluded that school supervision has impacts on teachers' job performance by encouraging students to work hard and by revealing teachers' ability to perform well among others

CONCLUSION

Schools Supervision on teacher performance in public secondary school encourages hard work and dutifulness to duty. School Supervision had great impacts on teacher performance as it encourages hard work and hence secondary schools' objectives achieved. It is also seen that, record keeping is also an important document in a school system as it keeps records for further references and use.

RECOMMENDATIONS

Sequel to the findings from the study, the following are recommended:

- i. Schools' head should ensure that, teachers' attendance registers are used and signed correctly in schools as it helps to check mate teachers' punctuality and presence and in public secondary schools.
- ii. The Study discovered that, school supervision on public secondary schools teachers' job performance in relation to record keeping helps teachers to work hard and keep necessary records in public senior secondary schools, therefore, teachers in public senior secondary schools in urban and rural areas must keep the necessary schools' records for further use.
- iii. Schools' supervisors are to check teachers on record keeping to ensure that they keep all relevant records needed for effective school administration.
- iv. Teachers should be sponsored by the State government to go for training on evaluation processes/ techniques to couple with millennium challenges.



- v. It was gathered that, school supervision in urban and rural areas on public secondary schools teachers' job performance differ in their curriculum implementation, therefore, school supervisors should ensure that, all necessary schools' records are adequately supervised so as to implement curriculum designed by the ministry of education.
- vi. The Bauchi State government should provide school supervisors with all the necessary machineries like motor vehicles, motor cycles, funds and training allowances that will facilitate their job for better schools supervisions.

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