



## School Supervision and Teachers' Productivity: Implications on Principal's Supervisory Roles in Public Senior Secondary Schools in Bauchi State

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### ABSTRACT

The paper is aimed at determination of school supervision and teachers' productivity: implications on principal's supervisory roles in Public Senior Secondary Schools in Bauchi State. The design was essentially a survey research design 357 respondents were drawn for the study. Two research questions were raised to guide the study; while one research hypothesis was tested Questionnaire was used for data collection. Three experts validated the questionnaire. For its reliability Cronbach-alpha reliability co-efficient of 0.94 was obtained using test-retest method. Mean and standard deviation were used for answering the research questions while t-test was used for testing the hypothesis at 0.05 level of significance. The study revealed that school supervision should take place in an environment that is free from tension and stress. The atmosphere should be the one that provide incentive for outstanding work. It was therefore recommended the school principal should provide professional instructional guidance to the teachers. In doing so, the goals and objectives of the school can be attained and school principals should work together harmoniously and peacefully with the teachers despite personal and professional differences.

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### INTRODUCTION

Supervision is an integral part of any organization. School supervision is the systematic application of principles of supervision in solving educational problems in order to get to a sustainable level of achievement. School supervision is also systematically design to accomplish educational tasks so that internal structure of the school is determined by the functions. Considering the importance of school supervision in teaching and learning activities, the Federal Government of Nigeria through the National Policy on Education (2014) emphasized that government will continue to run good and well inspectorate services for all levels of education. 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).

For teachers to become more productive in their service there is need for effective supervisory practice in school. Thus, the place of supervision as a very vital managerial tool cannot therefore be undermined in the educational setting. If school supervision is carried out effectively, the teachers productivity is expected to increase at a very positive rate. As put by Peretomode (2018), effective school supervision should be geared towards the improvement of teaching and learning situations for the benefiting of both the teachers and the learners. Supervision has always been regarded as an essential and integral part of school administration and basically geared towards the improvement of all factors in teaching and



learning process. School supervisors assist in improving classroom instructions because teachers are made more competent and efficient. Parents are satisfied with the performance of their children, learners are motivated to work harder in order to achieve the required standards hence in the long run the goal of education is achieved. School supervisors are expected to oversee and direct the activities of teaching and non-teaching personnel towards the realization of the objectives and goals, and act if necessary to correct any anomaly from the stipulated standards (Miller, 2015). Nkang (2012) opined that without thorough supervision even if the best of programmes set out in school system couldn't effectively be executed.

The success of teaching and learning activities depends on effective school supervision of teachers and the students. School supervision is crucial for guiding the activities of the teachers towards becoming more productive. Ughamadu, (2015) stated that school supervision is a way of improving the activities of teaching and learning. Mecgley (2015) confirmed that school supervision 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. Also, Prince (2014) opined that school supervision is a positive process which enables teachers' to have feedback on their performance which can make more productive and lead to the achievement of school objectives. For teachers to become more productive in teaching and learning there is need for effective principals' supervisory practice in schools.

Teachers' productivity is an aspect used to evaluate job performance in Nigeria educational system. Abubakar and Oluwatovin (2016) highlighted that teachers' productivity is the ratio of output produced by the teachers (quality and quantity) in the educational system. Teacher productivity is also concerned with the overall efficiency and effectiveness of getting things done by the teachers (Musibau and Johnson, 2010). Abubakar and Oluwatovin (2016) stated that productivity of teachers need to be properly put in place to ensure effective teaching of students, supervision of extracurricular activities and classroom

management. Fischer (2012) asserted that effective supervision can enhance teachers' productivity which will in turn have a profound effect on the teaching and learning outcomes. According to David (2009), for teachers to be productive they should demonstrate zeal to work, have full knowledge of the subject to teach and getting lesson plan ready before teaching, maintain proper classroom management and control. This can contribute to the achievement of instructional objectives.

This study attempted to determine school supervision and teachers' productivity: implications on school job performance in Public Senior Secondary Schools in Bauchi State. This study became feasible because no similar study have been conducted in North-East of Nigeria particularly Bauchi state, it is against this background that this study needs to be carried out in order to add value to the existing literature.

### Statement of the Problem

Educational supervision has been a major concern to Bauchi state educational stakeholders. The fact is that people at all levels believe that the quality of education has fallen. Accusing fingers are pointed to teachers' productivity as they execute their daily duties and poor instructional supervisory practices by school principals. The mass failure of students in public examination has no doubt made parents lose confidence in the ability of the public secondary schools to produce good products (Habib, 2018). Admittedly, no educational system is problem free. However the decay in Nigerian secondary educational system is becoming embarrassing in general and Bauchi state in particular. The result of May/June 2017 West African Senior School Certificate Examination (WAEC) and National Examination Council (NECO) reveals that only 17% students from Bauchi state obtained credits in five (5) subjects and above including Mathematics and English language. The worse part of the matter is Bauchi state ranked 31<sup>st</sup> out of 36 states in WAEC and NECO 2017. This could be as a result of poor supervisory practices and poor productivity of teachers in their role performance (Sani, 2017).

In public secondary school of Bauchi state, it has been observed that some



instructional supervisors have tended not to devote adequate time to the supervision duties including supervising the teachers' lesson notes which serves as the very steering wheel for driving lesson delivery. The situation is so bad that teachers without anything as lesson notes for positive pedagogical result, poor classroom instruction, poor evaluation of students, inappropriate adaptation of teaching method, poor use of teaching aids, poor supervision of students extra-curricular activities, among others. It is against this background that the need to investigate the influence of principals' supervisory practices on teacher's productivity in public senior secondary schools in Bauchi state secondary school is necessitated.

### Research Questions

The following research questions were formulated to guide the study:

1. What is the influence of principals' supervisory practice on teachers' lesson preparation?
2. What is the influence of principals' supervisory practice on teachers' classroom management?

### Research Hypothesis

**H<sub>01</sub>:** There is no significance difference on the lesson preparation and classroom

management as influenced by the principal supervisory practices

### METHODOLOGY

This study adopted survey research design and was conducted in Bauchi state, North Eastern Nigeria. The population of the study was made up of 5121 teachers and 357 as sample size for the study. The instrument for data collection was structured questionnaire developed by the researcher from the review of the related literature. The questionnaire items are subjected to face and content validation by some experts. To obtain a reliable instrument, the validated copies are tested using test-retest method of estimating reliability and the reliability coefficient of the instrument was computed to be 0.94 using Pearson Product Moment Correlation Coefficient. The questionnaires are administered with the help of research assistants. The data collected from the respondents were analyzed using Statistical Package for Social Science (SPSS) to compute the mean response and standard deviation to answer each of the research questions while t-test was used to test the null hypothesis.

### RESULT AND DISCUSSION

The results of the study are presented in the following Tables;

**Table 1:** Mean Response on the influence of principals' supervisory practices on teachers' lesson preparation

S/No.	Statement	Mean	Std. Dev.	Remarks
1.	Principal supervise teachers' scheme of work.	3.71	1.04	Agreed
2.	Principal check teachers lesson plan.	3.45	1.12	Agreed
3.	Principal ensure teachers includes home work in their lesson plan	3.47	1.18	Agreed
4.	Supervision of lesson note help to boost the confidence of the teacher during lessons	3.50	1.18	Agreed
5.	Principal go round the school while lessons are on-going.	3.40	1.29	Agreed
6.	Principal ensure teacher uses appropriate teaching aid	3.32	1.36	Agreed
7.	Principal marks teachers lesson note	3.62	1.09	Agreed
8.	Syllabus are covered before the term ends	3.69	1.14	Agreed
	<b>Grand Mean</b>	<b>3.52</b>		<b>Agreed</b>

**Source:** Extracted from IBM SPSS V.21 Output, 2022



Table 1 above shows that the respondents agreed with all the items of the instrument as the influence of principals' supervisory practices on lesson preparation in

Bauchi State public secondary schools. Based on the grand mean of 3.52 which is greater than the point of 2.50, the respondents agreed with the items.

**Table 2:** Mean Response on the influence of principal supervisory practices on classroom management

S/No.	Statement	Mean	Std. Dev.	Remark
1.	Principal ensures good management of desk and chairs.	3.52	1.24	Agreed
2.	Principal orient new teachers on classroom management	3.41	1.37	Agreed
3.	Teachers classroom management enhances students learning	3.29	1.39	Agreed
4.	Teachers ensures students participation in classroom activities	3.38	1.38	Agreed
5.	Classroom observation is objective in the school	3.42	1.35	Agreed
6.	Students will always do their assignment if the classroom is effectively managed	3.29	1.25	Agreed
7.	Principal motivates teachers on classroom management	3.26	1.35	Agreed
8.	Principal ensures good classroom activities	3.62	1.27	Agreed
9.	There is feedback from the principal to the teacher after classroom observation	3.24	1.28	Agreed
<b>Grand Mean</b>		<b>3.38</b>		<b>Agreed</b>

Sources: Extracted from IBM SPSS V.21 Output, 2022

Table 2 above shows that the respondents agreed with all the items of the instrument as the influence of principal supervisory practices on classroom

management. Based on the grand mean of 3.38 which is greater than the point of 2.50, the respondents agreed with the items.

**Table 3:** Independent sample t-test showing significance difference on the lesson preparation and classroom management as influenced by the principal supervisory practices

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	.222	.644	2.14	15	.049	.13889	.06484
Equal variances not assumed			2.13	14.31	.051	.13889	.06522

Sources: Extracted from IBM SPSS V.21 Output, 2022.



From the statistics presented in Table 3, the Levene's test for equality of variances has a p-value of 0.644 which is greater the  $\alpha$  value (0.05), therefore Equal variances was assumed. The test was 2-tailed; hence there was no need to look up the critical t in a table. The t test revealed a statistically significant influence of principal supervisory practices on teachers' productivity between lesson preparation (M = 3.52, SD = 0.14) and classroom management (M = 3.38, SD = 0.13) in public senior secondary schools in Bauchi state,  $t(15) = 2.142, p = .049, \alpha = .0$

### CONCLUSION

The researcher concludes that to ensure effective school supervision in the school system there are number of factors which should be considered. School supervision should take place in an environment that is free from tension and stress. The atmosphere should be the one that provide incentive for outstanding work.

Thorough orientation should be given to new teachers. During the orientation they should be made to understand what is and what is not expected from them. Staff should be offered guidance on how to carry out their activities effectively. Work standard should be provided to them in written form. Schools should arrange staff development training to ensure that new techniques and approaches on education are well understood.

### RECOMMENDATIONS

Based on the research findings, the following recommendations are made:

1. The school principal should provide professional instructional guidance to the teachers. In doing so, the goals and objectives of the school can be attained.
2. School supervision should be co-operative between the supervisor and the supervisee so that the objectives of the school can be attained.
3. The school principal should respect the feelings of the teachers. He/she should avoid been biased; criticism should be given professionally rather than making it personal.
4. School principals should work together

harmoniously and peacefully with the teachers despite personal and professional differences.

5. School principals should maintain good school community relationship. The community should be involved in the activities of the school so that they can work hand-in-hand for the purpose of achieving it goals and objective

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