



Influence of Teachers Supervision on Students' Performance for Effective Learning Outcome in Public Senior Secondary Schools in Bauchi State

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ABSTRACT

This study was carried out to determine the influence of teachers supervision on students performance for effective learning outcome in Public Senior Secondary Schools in Bauchi State. Two research questions were formulated to guide the study. The study adopted a descriptive survey research design. The area of the study was Bauchi state. The population of the study comprised all school inspectors and principal. A simple random sampling technique. The instruments used were Questionnaire for Teachers (QT). A Pilot test was conducted to determine the reliability of the instrument using Cronbach Alpha method. The reliability coefficient of 0.93 was obtained, this confirmed that the instrument was reliable and valid for measuring what was supposed to measure. The data collected was analyzed using mean for the research questions. Based on the analysis of data conducted the study revealed teachers' supervision influences students' performance, effective learning outcome and teachers' supervision helps to implement school curriculum for improving academic performance of students. Hence the researcher recommended that regular evaluation of supervising learning activities by teachers so designated from within and outside the school should be intensified so that conformities can be appreciated and improved upon while non conformities can be identified, sanctioned and corrected appropriately and timely and government should always be conscious of the implication of its policies and position on schooling and the multiplier effect on academic performance of students and teachers while instructional materials and other learning facilities to facilitate all round development of students should be made available and accessible for teachers to carry out their duties perfectly.

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INTRODUCTION

Teachers' supervision has strong influence on students' output and the achievement of educational objectives. It is equally important as it would in the identification of areas of strength and weaknesses of the students, follow-up activities that should be directed at the improvement of identified areas of learning and facilitate teaching and learning process. Instructional supervision help a lot in improving academic performance of students.

Okendu (2012) opined that supervision of instruction is aimed at enhancing teaching and learning through proper guidance and planning, and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved and well articulated.

Education system heavily depend on teachers for the execution of its programmes, Obadara (2005) stated viewed teachers to be



highly essential for a successful operation of the educational system and as a key to the educational development. Without teachers with relevant behavioral traits, students activities and educational facilities cannot be used to facilitate academic performance of students. In spite of the efforts of the Government and relevant stakeholders in repositioning Nigeria education on the world map, the nation's educational system continued to experience some set back in school management and decline in both the teachers performance and students academic achievement resulting in the present day objectionable colossal failure by Students in the career determining examinations conducted by reputable government agencies such as WAEC, NECO, JAMB and NABTEB (Ayegba, 2019).

Thus, instructional practices are those practices used by the teacher to teach, guide in the discharge of learning and that have been demonstrated to be effective, that is to say those teacher's practices which helps improve students' learning (Irish, 2016). According to Keith (2015) is of the view that instructional practices are vehicle which drive students on a journey of discovery in a learning experience. Tom (2015) sees instructional practices as those aspects of classroom teaching competence as seen by one and the others and thus became useful to formative evaluation. Academic performance can be seen as the outcome of all academic task of a person. Students' academic performance on the other hand is the outcome of education, the extent to which student, teacher institution achieves educational goals.

Therefore, in order for teachers and institutions to achieve their objectives of producing high quality graduates, effective supervision of instructional practices need to be applied so as to improve students' performance and achieve the educational goals. This study therefore intent to examine the influence of teachers supervision on students performance for effective learning outcome in Public Senior Secondary Schools in Bauchi State.

Statement of the Problem

Efficiency in teaching and positive learning outcomes system can be enhanced through supervision of instructional practice.

Thakhral (2015) asserted that teachers' supervision is purposeful to effective learning outcome. Level of teachers supervision and inspection in schools are often criticized due to some factors, some are of the view that the objective of education may not be met due to poor teachers supervision on students performance for effective learning (Ololube, 2014). Declining in learning outcomes may be connected to inadequate/weak supervision of teachers' on instructional practices and inadequate/weak supervision of teacher instructional practices results to poor leaning outcomes. Schools where teachers' are not adequately supervised students activities, students academic achievement is low (Yuguda and Yunos 2015). In the light of the highlighted problems, the study is set to determine the influence of teachers' supervision on students' performance for effective learning outcome in Public Senior Secondary Schools in Bauchi State.

Research Questions

1. What is the influence of teachers' supervision on students' performance for effective learning outcome in Public Senior Secondary Schools in Bauchi State?
2. In what ways teachers' supervision helps to implement school curriculum for improving academic performance of students in secondary schools in Orumba South LGA?

METHODOLOGY

This study adopted survey research design. Two purposes of study and two corresponding research questions guided the study. The population of the study comprised all school inspectors and principals in Bauchi State. The instrument used for data collection was a structured The questionnaire had 4 points rating scales of Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD) and Disagreed (D) with their nominal values of 4, 3, 2 and 1 respectively. The instrument was face validated by 3 experts.

Cronbach's alpha statistics was used to determine the internal consistency of the instrument which yielded a reliability coefficient of 0.93 for the instrument. The data collected



were analyzed using weighted mean and 2.50 was used as the cut-off point.

RESULTS

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

Table 1: Mean Rating of the influence of teachers' supervision on students' performance for effective learning outcome

S/No.	Statement	Mean	Remark
1.	Teachers' supervision is regarded as the process of enhancing the professional growth of the teachers	3.23	Agreed
2.	Teachers' supervision concern with the improvement of the teaching-learning situation to the benefits of both the teachers and learners.	3.06	Agreed
3.	Teachers' supervision helps in the identification of areas of strength and weaknesses of students	3.80	Agreed
4.	Teachers' supervision creates a cordial working atmosphere based on good human relations.	3.34	Agreed
5.	Teachers' supervision enhances higher students' achievement level.	3.50	Agreed
6.	Teachers' supervision aimed at ensuring that teaching learning process goes on well and successfully at all times.	3.45	Agreed

Source: Field survey, 2022

Table 1 reveals that the mean of teachers' responses on all the items fell above the cut-point of the acceptance region. Therefore, the grand mean which were 3.39 shows that

respondents agreed that these items constitute the influence of teachers' supervision on students' performance for effective learning outcome.

Table 2: Mean Rating of the ways teachers' supervision helps to implement school curriculum for improving academic performance of students

S/No.	Statement	Mean	Remark
1.	Teachers supervise learning activities for effective curriculum delivery for improving academic performance of students	3.02	Agreed
2.	Teachers supervise practical tasks for effective curriculum delivery for improving academic performance of students	3.34	Agreed
3.	Teachers supervise extra lessons to ensure that syllabus are covered for effective curriculum delivery for improving academic performance of students	3.30	Agreed
4.	Teachers supervise laboratory activities for effective curriculum delivery for improving academic performance of students	3.50	Agreed

Source: Field survey, 2022

Table 2 reveals that the mean of teachers' responses on all the items fell above the cut-point of the acceptance region. Therefore, the grand mean which were 3.29 shows that respondents agreed that these items constitute the ways teachers' supervision helps to implement school curriculum for improving academic performance of students.

CONCLUSION

Teachers' supervision influences students performance and ensured effective learning outcome. Teachers' supervision is critical in the development of teaching and learning process.



RECOMMENDATIONS

Based on the findings of the study the following recommendations were suggested:

1. Regular evaluation of supervising learning activities by teachers so designated from within and outside the school should be intensified so that conformities can be appreciated and improved upon while non conformities can be identified, sanctioned and corrected appropriately and timely.
2. Government should always be conscious of the implication of its policies and position on schooling and the multiplier effect on academic performance of students and teachers while instructional materials and other learning facilities to facilitate all round development of students should be made available and accessible for teachers to carry out their duties perfectly.

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