



## Assessment of Supervision on Business Studies Teachers Effectiveness in Junior Secondary Schools in Delta Central Senatorial District

Glory Kimemenihia Ifovwe, Ekwere Akpan Umoeshiet, Benedicta Emujeboghene Akpojotor  
Department of Business Education  
Delta State University, Abiraka.

### ABSTRACT

*This study investigated the assessment of supervision on business studies teachers' effectiveness in junior secondary schools in Delta Central Senatorial District. The aspect of teachers' effectiveness investigated were on lesson note, school records and teachers' performance. Similarly, the moderating influence of gender, age and experience were also investigated. Three research questions were raised and answered, while three null hypotheses were formulated and tested at 0.05 level of significance. The study adopted the descriptive survey design method. The population of the study was 283 business studies teachers. The Census sampling technique was adopted and the sample size was 283. The instrument used was a structured questionnaire and was validated by three experts. The Cronbach's Alpha value obtained for the instruments showed a reliability coefficient of 0.80. Data collected from the respondents were analyzed using Mean, Standard Deviation, t-test Statistics and Analysis of Variance (ANOVA). The findings of the study revealed that supervision influence business studies teachers effectiveness to a high extent. Also, the study revealed that there was no significant difference in the mean rating of business studies teachers on supervision on business studies teachers' effectiveness based on age and experience among others. It was concluded that supervision has influence on business studies teachers in junior secondary schools in Delta Central Senatorial District. Based on the findings, it was recommended among others, that principals of junior secondary schools should continue with the supervision of business studies teachers, since it helps the teachers to be more effective in discharging their duties.*

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### INTRODUCTION

The effectiveness of supervising Business Studies teachers is intrinsically linked to their willingness to shoulder responsibility and prioritize efficiency in their roles. This assessment process offers a comprehensive perspective on educational achievements, and it can be executed through various avenues, including higher authorities like inspectors or principals, who engage in assessing, monitoring, rating, assisting, and providing recommendations regarding teachers' performance, as well as their consistency in

executing classroom or typing pool activities. Abubakar (2018) posited that all these activities collectively contribute to the enhancement of teachers' effectiveness in achieving educational objectives, particularly in the context of delivering Business Studies instruction in junior secondary schools within Delta state.

Supervision, in essence, serves as a vital tool for identifying both areas of strength and weakness among educators. By integrating various processes, procedures, and conditions, supervision is intricately designed to foster improved work effectiveness among teachers. It

Corresponding author: Benedicta Emujeboghene Akpojotor  
[beakpojotor@delsu.edu.ng](mailto:beakpojotor@delsu.edu.ng)

Department of Business Education, Delta State University, Abiraka.

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aims to create an environment conducive to effective teaching and learning, all underpinned by strong human relations and collaborative efforts. Through a constructive and comprehensive approach to supervision, the teaching and learning landscape can be significantly advanced, ultimately leading to the attainment of educational goals and fostering continuous improvement in the field of Business Studies.

### LITERATURE REVIEW

Supervision cut across all areas of life, it implies a follow-up activity that is equally directed at improvement of educational set goal. National Open University (2006) as cited by Scrivener (2018), opined that supervision provides opportunities for teachers on Business Studies to be groomed through rigorous study of instructional processes, procedures and classroom interactions carry out in line with professional rules and regulation. Okoro and Umoeshiet (2021) highlights on different electronics instructional materials needed in teaching Business Studies as part of office current trend technology for effective teaching and learning towards junior secondary schools, since business studies is a programme which enable students to make informed decision in daily business life, helping them to comprehend the world of business which enhance positive behaviour to enterprise and to develop right skills of self-reliance. Nevertheless, it appears that the competencies to impact these development attitudes are lacking among business studies teacher at the junior secondary school setting.

It is important to note that students and teachers when engaged in conversation, they easily can create and construct knowledge, share experiences, reflect upon them and pass judgment. This of course help their interactive competence in teaching and management of classroom. Such as ability to use instant messaging/chat room for content delivery, ability to use electronic board for teaching so as to retain more records for future reference, interactive forms on the web to create feedback, ability to use white board for teaching, and presentation application for teaching (Using Goggle, Video, You-tube, Goggle Docs Wikis)

and so on. All of these interactive competencies are required by effective teachers in order to impact on students at the junior secondary school level, exposing them to little practical knowledge of the world of work.

Elogbo and Akele (2019) observed that it is not enough for instructional materials to be available in schools rather than they must be utilized, this refers to how well the teachers put to good use such materials in order to facilitate learning. It is obvious that some schools' instructional materials are left to deteriorate due to lack of utilization. Besides, graduates of business education are expected to be grounded with the skills to operate various office machines effectively in the office environment so as to improve competencies in teaching office skills, but reverse is the case we hereby have graduates who cannot handle effectively office machines due to lack of exposure to ICT facilities knowledge. The researchers, observed that many teachers may be faced with behavioural and academics problem such as lack of lesson notes, continuous assessment of students, keeping and supervising of school records, not proficient in the development of teaching and learning activities. However, the extent to which junior secondary schools will attain their educational objectives are based on the level of teachers' determination and effort.

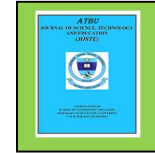
Usman (2015) conducted a study on the impact of instructional supervision on academic performance of secondary school students in Nasarawa State, Nigeria. He found that there is a significant relationship between supervisory climate and improved teachers performance. Also, Ampofo, Onyango and Ogola (2019) carried out a research on influence of school heads' direct supervision on teacher role performance in public senior high school central region, Ghana. The findings of the study revealed that lesson planning supervision (ie termly inspection of schemes of work, discussion of challenges on preparation of scheme of work, weekly vetting of lesson plan/notes) is poorly carried out by school heads in the study location. It was also found that lesson planning supervision (ie ensuring clear and achievable lesson objectives and offering suggestion to improve plans) was averagely ensured. It was further found that

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Corresponding author: Benedicta Emujeboghene Akpojotor  
✉ [beakpojotor@delsu.edu.ng](mailto:beakpojotor@delsu.edu.ng)

Department of Business Education, Delta State University, Abraka.

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supervision help teachers to select appropriate teaching/learning resource (visit phone). Again, it was found that lesson planning and lesson delivery supervision have significant effect on teacher role performance in senior high school.

Furthermore, lesson plan/note provides systematic guide to teachers in order to deeply focus on what a particular section of a topic he/she is teaching within a prescribed period of time. Teachers with good lesson plan gain confidence when entering the classroom without fear in performing their duties (Himanshu, 2019). Again, Mbayi (2018) conducted a research on teacher supervision and job performance: A survey of Private Secondary Schools in Gasabo District, Kigali City, Rwanda. The findings of the study revealed that teachers were always supervised by their peers, get feedback from the supervision. The result also showed that a high frequency of the respondents agreed that the administrators make a brief drop-in visits in their classes which help to improve performance. Also, that teachers share their knowledge with the students so as to stimulate their critical thinking. Furthermore, the findings showed that the students learn more by using learner-centered approach.

Vintenaba and Alhassa (2021) carried out a study on the role of educational supervision on teachers performance in Zuru Local Government Area of Kebbi State, Nigeria. The findings of the study revealed that supervision aimed at improving and/or enhancing efficient instructional delivery, also, that supervision encourages classroom teachers, and that teachers are often stimulated when supervised. The study further showed that school supervision is a means of ensuring that teachers perform their assigned functions effectively and that they are given assistance whenever there is need.

The study made use of gender, age and year of experience as moderating variables. Gender refers to male and female especially when pondered with reference to cultural and social differences rather than natal ones it is the features of boys, girls, men, and women that are socially constructed. Mohammed, Mohammed and Rashid (2013) carried out a study on gender, marital status and job satisfaction. The

findings of the study revealed that there was no significant difference between male and female employees. Also, that there was no significant difference in married and unmarried employees. The study further showed that marital status do not play any significant role in determining the level of job satisfaction in Bangladesh.

Age as used in this study include young adults, middle age adults and old adults from the following age brackets 25 – 34, 35 – 44, 45-54 and 55 above. The age of the business studies teachers is considered as a factor that can influence the teachers' effectiveness. Chirchir, Onkundi and Nyaboga (2020) conducted a study on empirical analysis of age, gender and length in public service as predictors of performance in senior management examination among adult learners. The findings of the reviewed study showed that age has a significant moderating effect on performance. Also, that gender has no significant moderating effect on performance.

Work experience refers to a period of work that is designed to encourage mediation on the experience and to identify learnings that emanate from working. Work experience can proffer the privilege to develop skills that enable employees to be work-ready. Akpojotor (2023) conducted a study on job design techniques and job satisfaction of business educators' in Edo and Delta States using experience as a moderating variable. She reported that there was no significant difference in the relationship between job design techniques and job satisfaction of experience and less experience business educators in public tertiary institutions in Edo and Delta States. Also, Parvin and Kabir (2011) carried out a study on factors affecting employee job satisfaction of pharmaceutical sector and found that satisfied employees have more experience and better skill for performance in organizations.

However, the researchers also observed from various visits to some junior secondary schools in Delta State that some business studies teachers cannot carry-out their functions without being effectively supervised. It is against this background that the researchers decided to find out the extent to which supervision influence Business Studies

Corresponding author: Benedicta Emujeboghene Akpojotor  
[beakpojotor@delsu.edu.ng](mailto:beakpojotor@delsu.edu.ng)

Department of Business Education, Delta State University, Abraka.

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Teachers' effectiveness in Junior Secondary Schools in Delta Central Senatorial District.

The study adopted Modern Management Theory as theoretical framework propounded by Maslow (1954) theory X and Y, since theory X teachers dislike work, it is advisable for supervision to be adequately effected in order to abreast teachers' performance in order to improve educational objectives.

#### Research Questions

1. To what extent does supervisory technique of lesson note influence Business Studies Teachers effectiveness in Junior Secondary Schools in Delta Central Senatorial District?
2. To what extent does quality assurance supervisory technique of school records influence Business Studies Teachers effectiveness in Junior Secondary Schools in Delta Central Senatorial District?
3. To what extent does supervision influence Business Studies Teachers' Performance in Junior Secondary Schools in Delta Central Senatorial District?

#### Research Hypotheses

1. There is no significant difference in the mean rating of business studies teachers on supervisory technique of lesson note and teachers' effectiveness in Junior Secondary Schools in Delta Central Senatorial District based on gender.
2. There is no significant difference in the mean rating of business studies teachers on quality assurance supervisory techniques of school records and teachers' effectiveness in Junior Secondary Schools in Delta Central Senatorial District based on age.
3. There is no significant difference in the mean rating of business studies teachers on supervision and Business Studies Teachers performance in Junior Secondary Schools in Delta

Central Senatorial District base on experience.

#### Purpose of the Study

The main purpose of the study is to assess the influence of supervision on Business studies teachers' effectiveness in Junior Secondary Schools in Delta Central Senatorial District. Specifically the study sought to;

- i. Assess how supervisory technique of lesson note influence Business Studies teacher in Delta Central Senatorial District.
- ii. Assess how quality assurance supervisory technique of school records influence Business Studies Teachers' in Junior Secondary Schools in Delta Central Senatorial District.
- iii. Determine the extent to which supervision affects the performance of Business Studies Teachers in Junior Secondary School in Delta Central Senatorial District.

#### METHODOLOGY

A descriptive survey research design was used. The study's target population was 283 Business Studies Teachers in Delta Central Senatorial District. The census sampling technique was adopted for the study and sample size was 283 Business Studies teachers in junior secondary schools in Delta Central Senatorial District. A questionnaire was prepared in a structured format made up of two sections, A and B. Section A was made up of demographic variables of the respondents while section B was made up of three parts with a total of thirty (30) questionnaire items, each part contained ten items. It was rated on a four-point rating scale ranging from Very High Extent (VHE = 4), High Extent (HE=3), Low Extent (LE=2) and Very Low Extent (VLE=1). However, the data collected were analysed using Mean, Standard Deviation, t-Test Statistics and Analysis of Variance (ANOVA). Decision on research questions was based on the criterion mean of 2.50. Any calculated Mean (X) below 2.50 was rejected and any calculated Mean (X) of 2.50 and above was accepted while that of hypotheses was based on 0.05 alpha level of



significance. Any P-value below 0.05 null hypothesis was reject while any p-value 0.05 and above null hypothesis was retained.

**Research Question 1**

To what extent does supervisory technique of lesson note influence Business Studies Teachers effectiveness in Junior Secondary Schools in Delta State?

**RESULTS**

**Table 1:** Mean and Standard Deviation responses on supervisory technique on lesson note and Business Studies Teachers effectiveness in Junior Secondary Schools

S/N	STATEMENT ITEMS	X	SD	Remark
<b>Supervision of Lesson Note</b>				
1.	My school ensures that business studies teachers make good use of lesson note	3.57	0.63	VHE
2.	During the course of carrying out my duties, I make use of lesson note.	3.34	0.54	HE
3	It enhances quality and effective teaching of a lesson.	3.34	0.81	HE
4	Sequence of activities to be achieved is identified.	3.49	0.59	HE
5.	Establish relationship between the past and future lessons making a particular topic measurable.	3.54	0.66	VHE
6	Evaluate students' knowledge on the subject matter	3.19	0.50	HE
7.	Promote students' skills, knowledge and understanding.	3.31	0.68	HE
8.	Helps in improving the teaching skills of teachers.	3.27	0.64	HE
9.	Helps in finding out the problems faced in teaching/learning process.	3.03	0.85	HE
10.	With the help of supervision of lesson note, the desired goals of education are accomplished.	3.31	0.63	HE
<b>Grand Mean/SD</b>		<b>3.34</b>	<b>0.65</b>	<b>HE</b>

Data presented in Table 1 reveals that the mean responses of respondents on supervisory technique on lesson note and Business Studies Teachers effectiveness ranged from 3.03 to 3.57, while the standard deviation ranged from 0.50 to 0.85. Similarly, the grand mean of 3.34 depicts that supervisory techniques on lesson note influence business studies teachers effectiveness in junior secondary schools in Delta State to a High

extent. Also, the standard deviation shows that the respondents are not far apart in their responses.

**Research Question 2**

To what extent does quality assurance supervisory technique of school records influence Business Studies Teachers effectiveness in Junior Secondary Schools in Delta state?

**Table 2:** Mean and Standard Deviation responses on quality assurance supervisory technique of school records and Business Studies Teachers effectiveness in Junior Secondary Schools

S/N	STATEMENT ITEMS	X	SD	Remark
<b>Supervision of School Records</b>				
1	My school ensures that business studies teachers keep record of students' academic activities.	3.76	0.43	VHE
2	During the course of carrying out my duties, I ensure that I keep proper records of students' academic performance in continuous assessments and examinations.	3.34	0.51	HE

Corresponding author: Benedicta Emujeboghene Akpojotor  
✉ [beakpojotor@delsu.edu.ng](mailto:beakpojotor@delsu.edu.ng)

Department of Business Education, Delta State University, Abraka.

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S/N	STATEMENT ITEMS	X	SD	Remark
<b>Supervision of School Records</b>				
3	Provide clear picture of the performance of the teacher.	3.21	0.69	HE
4	Enable principals to assess the performance of the teachers.	3.33	0.59	HE
5	Storing and transmitting information about the strength and weakness of the teachers.	3.15	0.82	HE
6	Keep a concise and accurate timeline of activities in school to enhance proper administrative supervision of the teacher.	3.12	0.86	HE
7	It helps to regulate parent and teacher to keep accurate timeline of events.	3.06	0.60	HE
8	Help to reduce the feelings of being alone when managing a problem	2.88	0.81	HE
9	Help in finding out the problems faced in the teaching/learning process	3.08	0.65	HE
10	With the help of supervision of school records, students are receiving the best education available.	3.07	0.70	HE
<b>Grand Mean/SD</b>		<b>3.20</b>	<b>0.67</b>	<b>HE</b>

Data presented in Table 2 reveals that the mean responses of respondents on quality assurance supervisory technique on school records and Business Studies Teachers effectiveness ranged from 2.88 to 3.76, while the standard deviation ranged from 0.43 to 0.86. Similarly, the grand mean of 3.20 depicts that quality assurance supervisory technique on school records influence Business Studies

Teachers effectiveness in junior secondary schools in Delta State to a High extent. Also, the standard deviation shows that the respondents are not far apart in their responses.

### Research Question 3

To what extent does supervision influence Business Studies Teachers' Performance in Junior Secondary Schools in Delta state?

**Table 3:** Mean and Standard Deviation responses on supervision and Business Studies Teachers' Performance in Junior Secondary Schools

S/N	STATEMENT ITEMS	X	SD	Remark
<b>Supervision of business studies teachers and teachers' performance</b>				
1	Supervision of business studies teachers make the teacher to provide students with better educational service.	3.12	0.69	HE
2	It helps teachers with the achievement of the appropriate chosen instructional expectations of educational services.	2.87	0.90	HE
3	Supervision helps to promote the growth of the teacher to accept professional responsibilities within and outside the classroom.	2.86	0.73	HE
4	It assists in encouraging the teachers to improve their teaching practices.	3.12	0.90	HE

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✉ [beakpojotor@delsu.edu.ng](mailto:beakpojotor@delsu.edu.ng)

Department of Business Education, Delta State University, Abraka.

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S/N	STATEMENT ITEMS	X	SD	Remark
	<b>Supervision of business studies teachers and teachers' performance</b>			
5	With the aid of supervision, the business studies teacher ensures that they carry out their duties and responsibilities to effectively achieve the set goals and objectives of the subject.	3.22	0.62	HE
6	It gives a friendly guidance and direction to teachers to improve themselves.	3.18	0.80	HE
7	Supervision helps to develop the interpersonal relationship among the principals, teachers and students.	2.99	0.69	HE
8	It helps the teacher to develop problem solving skills,	2.88	0.69	HE
9	Supervision of business studies teachers help them to develop professional skills that can be transferred to the real world of work.	3.01	0.88	HE
10	It helps to stimulate innovation and creative thinking for improvising resources.	3.04	0.89	HE
	<b>Grand Mean/SD</b>	<b>3.03</b>	<b>0.78</b>	<b>HE</b>

Data presented in Table 3 shows that the mean responses of respondents on supervision and business studies teachers' performance ranged from 2.86 to 3.22 while the standard deviation ranged from 0.62 to 0.90. Similarly, the grand mean of 3.03 depicts that supervision influence the performance of Business Studies Teachers in Junior Secondary Schools in Delta state to a High Extent. Also,

the standard deviation shows that the respondents are not far apart in their responses.

### Hypothesis Testing

#### Hypothesis 1

There is no significant difference in the mean rating of business studies teachers on supervisory technique of lesson note and teachers' effectiveness in Junior Secondary Schools in Delta State based on gender.

**Table 4:** t-test Analysis of Male and Female Respondents' Mean Ratings on supervisory technique of lesson note and teachers' effectiveness in Junior Secondary Schools in Delta State.

Variable	N	Mean	SD	df	$\alpha$	t	p-value	Decision
Male	51	3.83	0.39	281	0.05	4.59	0.01	S
Female	232	3.51	0.66					

Data presented in Table 4 indicates that the t-value on supervisory technique of lesson note and teachers' effectiveness is 4.59 while the p-value is 0.01. This implies that there is a significant difference in the mean rating of business studies teachers in Junior Secondary Schools in Delta Central Senatorial District based on gender.

#### Hypothesis 2

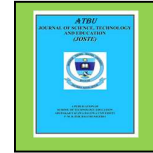
There is no significant difference in the mean rating of business studies teachers on quality assurance supervisory techniques of school records and teachers' effectiveness in Junior Secondary Schools in Delta State based on age.

Corresponding author: Benedicta Emujeboghene Akpojotor

✉ [beakpojotor@delsu.edu.ng](mailto:beakpojotor@delsu.edu.ng)

Department of Business Education, Delta State University, Abraka.

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**Table 5:** Shows the descriptive statistics of ANOVA summary of supervisory techniques of school records and teachers' effectiveness in Junior Secondary Schools in Delta State based on age

Age	N	Mean	Std. Deviation
25-34	50	3.80	.422
35-44	98	3.78	.424
45-54	85	3.65	.489
55 Above	50	3.90	.316
Total	283	3.78	.413

**Table 6:** ANOVA summary of supervisory techniques on school records and teachers' effectiveness in Junior Secondary Schools in Delta State based on age

Sources of Variance		SS	df	MS	F	Sig. 2 tail	Decision
Supervisory Techniques of School Records	Between Groups	.462	3	.154	.828	.483	NS
	Within Groups	51.894	279	.186			
	Total	52.356	282				

P = 0.05

Data presented in Table 9 shows that the F-value of the item is .828 while the corresponding p-value is .483. The p-value is higher than alpha level of 0.05. This implies that there is no significant difference between the mean rating of business studies teachers in junior secondary schools in Delta Central

Senatorial District on supervisory techniques and teachers' effectiveness based on age.

**Hypothesis 3**

There is no significant difference in the mean rating of business studies teachers on supervision and Business Studies Teachers performance in Junior Secondary Schools in Delta State base on experience.

**Table 7:** t-test Analysis of less Experience and Experience Respondents' Mean Ratings on supervision and Business Studies Teachers performance in Junior Secondary Schools in Delta Central Senatorial District base on experience.

Variable	N	Mean	SD	df	$\alpha$	t	p-value	Decision
Less Experience	110	3.08	0.70	281	0.05		-0.71	0.72 NS
Experience	173	3.14	0.68					

Data presented in Table 11 reveals that the t-value on supervision and Business Studies Teachers performance is -0.71 while the p-value is 0.72. This implies that there is no significant difference in the mean rating of business studies teachers in Junior Secondary Schools in Delta Central Senatorial District based on experience.

in Delta State to a high extent. From the findings it was found that supervision of lesson note enhances quality and effective teaching of a lesson, help to identify sequence of activities to be achieve in the lesson, establish relationship between the past and future lessons, evaluate students' knowledge on the subject matter, promote students' skills, knowledge and understanding and help in improving the teaching skills of teachers. Corroborating this finding Himanshu (2019), found that lesson plan/note provides systematic guide to teachers in order to deeply focus on

**DISCUSSION OF FINDINGS**

The study found that supervision of lesson note influence business studies teachers' effectively in junior secondary schools

Corresponding author: Benedicta Emujeboghene Akpojotor  
[beakpojotor@delsu.edu.ng](mailto:beakpojotor@delsu.edu.ng)

Department of Business Education, Delta State University, Abraka.

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what a particular section of a topic he/she is teaching within a prescribed period of time. This finding contradicted the findings of Ampofo et al. (2019) who found that lesson planning supervision (i.e. termly inspection of schemes of work, discussion of challenges on preparation of scheme of work, weekly vetting of lesson plan/notes) is poorly carried out by school heads.

The result of data analysis on research question two indicated that quality assurance supervisory technique of school records influence Business Studies Teachers effectiveness in Junior Secondary Schools in Delta State to a high extent. The findings showed that quality assurance supervisory technique of school records enable the business studies teachers to keep record of students' academic activities, provide clear picture of the performance of the teacher, enable principals to assess the performance of the teachers, help in storing and transmitting information about the strength and weakness of the teachers. It further assists in keeping a concise and accurate timeline of activities in school to enhance proper administrative supervision of the teacher, helps to regulate parent and teacher to keep accurate timeline of events, helps to reduce the feelings of being alone when managing a problem, helps in finding out the problems faced in the teaching/learning process. Finally, helps students in receiving the best education available. The finding of this current study is in agreement with the findings of Vintenaba and Alhassa (2021) who found that school supervision is a means of ensuring that teachers perform their assigned functions effectively and that they are given assistance whenever there is need.

The findings of the study on research question three revealed that supervision influence Business Studies Teachers' Performance in Junior Secondary Schools in Delta State to a high extent. Specifically, supervision of business studies teachers make the teacher to provide students with better educational service, helps teachers with the achievement of the appropriate chosen instructional expectations of educational services, help to promote the growth of the

teacher to accept professional responsibilities within and outside the classroom, assist in encouraging the teachers to improve their teaching practices, ensures that teachers carry out their duties and responsibilities to effectively achieve the set goals and objectives of the subject, gives a friendly guidance and direction to teachers to improve themselves, helps to develop the interpersonal relationship among the principals, teachers and students, helps the teacher to develop problem solving skills, helps teachers to develop professional skills that can be transferred to the real world of work. Finally, helps to stimulate innovation and creative thinking for improvising resources. This finding is very much in line with the findings of Mbayi (2018) who found that teachers share their knowledge with the students so as to stimulate their critical thinking. This is also in harmony with the findings of Vintenaba and Alhassa (2021); Ampofo, Onyango and Ogola (2019); Usman (2015) who discovered that supervision encourages classroom teachers, and that teachers are often stimulated when supervised. They further found that lesson planning and lesson delivery supervision have significant effect on teacher role performance in senior high school. Also, found was that there was a significant relationship between supervisory climate and improved teachers' performance.

The result of the hypothesis one revealed that there was a significant difference in the mean rating of Business Studies teachers on supervisory technique of lesson note and teachers' effectiveness in Junior Secondary Schools in Delta Central Senatorial District based on gender. This finding is not in conformity with the findings of Mohammed et al. (2013) who found in their study that that there was no significant difference between male and female employees. This finding is in disagreement with the findings of Chirchir et al. (2020) who found that gender has no significant moderating effect on performance

The result of hypothesis two indicated that there was no significant difference in the mean rating of business studies teachers on quality assurance supervisory techniques of school records and teachers' effectiveness in Junior Secondary Schools in Delta Central Senatorial District based on age. This finding

Corresponding author: Benedicta Emujeboghene Akpojotor  
[beakpojotor@delsu.edu.ng](mailto:beakpojotor@delsu.edu.ng)

Department of Business Education, Delta State University, Abraka.

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contradicted the findings of Chirchir et al. (2020) who found that age has a significant moderating effect on performance. This result is also in contraction with the findings of William and Mojekwu (2021) who found that age distribution and health insurance business affect economic growth in Nigeria.

The findings on hypothesis three revealed that there was no significant difference in the mean rating of business studies teachers on supervision and Business Studies Teachers performance in Junior Secondary Schools in Delta State base on experience. This finding corroborate the findings of Akpojotor (2023) who reported that there is no significant difference in the relationship between job design techniques and job satisfaction of experience and less experience business educators in public tertiary institutions in Edo and Delta States. It contradicted the findings of Parvin and Kabir (2011) who found that satisfied employees have more experience and better skill for performance in organizations.

## CONCLUSION

Based on the findings of this study, it was concluded that supervision influence business studies teachers' effectiveness to a high extent and that there is no significant difference in the mean rating of business studies teachers on supervision and business studies teachers' effectiveness (supervision of lesson note, school records and business studies teachers' performance) based on, age, and experience. Also, the study concluded that there is a significant difference in the mean rating of business studies teachers on supervision and business studies teachers' effectiveness based on gender.

## RECOMMENDATION

Based on the findings of this study, the following recommendation were made:

1. Principals of junior secondary schools should continue with the supervision of business studies teachers, since it helps the teachers to be more effective in discharging their duties.
2. The ministry of education should ensure that they pay unscheduled visits to schools in other to make the

teachers to be abreast and ever ready at all times to perform their duties effectively.

3. The contrast between experience and less experience business studies teachers should be downplayed because both experienced and less experienced business studies teachers are effective in their work.
4. Policy makers of junior secondary schools should make deliberate efforts to implement policies pertaining supervision and business studies teachers effectiveness.

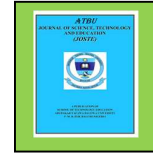
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Corresponding author: Benedicta Emujeboghene Akpojotor  
✉ [beakpojotor@delsu.edu.ng](mailto:beakpojotor@delsu.edu.ng)

Department of Business Education, Delta State University, Abraka.

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Corresponding author: Benedicta Emujeboghene Akpojotor  
✉ [beakpojotor@delsu.edu.ng](mailto:beakpojotor@delsu.edu.ng)

Department of Business Education, Delta State University, Abraka.

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