
Influence of Supervision on Technical College Teachers' Performance in Yobe State, Nigeria

By

Dauda Moses^{1*}, Bawa Ndatti², Umar Alhaji Adamu² and Bala Adamu Wakili²

¹School of Technology and Science Education,
Modibbo Adama University of Technology,
PMB 2076 Yola, Adamawa State, Nigeria

²School of Technical Education,
Federal College of Education (Technical),
PMB 1013 Potiskum, Yobe State Nigeria

*Email: mulkidoni@gmail.com

ABSTRACT

The persistent lack of teachers' dedication to teaching led to poor students' academic performance and trickling down to graduating less skill-oriented students by Yobe state technical colleges. This development has been attributed to the manner administrators apply various school policies. It is in view of this that a present study investigated the influence of internal instructional supervision on teachers' performance in technical colleges of Yobe State, Nigeria. The study conducted in eight technical colleges, employed a descriptive survey research design guided by two research questions and two null hypotheses. The population of the study was 894 which consisted of 766 technical college teachers and 128 school administrators. A sample size of 280 respondents comprising of 240 technical teachers and 40 school administrators were selected through proportionate stratified random sampling technique. Instrument for data collection was a structured questionnaire developed by the researchers. Three validators have validated the questionnaire which was later trial tested on 20 technical teachers and five school administrators in Government technical college, Yola Adamawa State. A reliability coefficient of 0.92 was obtained using Cronbach's Alpha. Data collected was analyzed using Mean statistics to answer the research questions, while z-test at 0.05 level of significance was used in testing the hypotheses. Findings of the study revealed among others that internal instructional supervision is being carried out to a high extent in technical colleges of Yobe State; it also influences teachers' performance by improving their skills in various instructional activities/processes. The study recommended among others that Ministry of Education should through the science and technical schools board intensify external supervision in order to complement the existing high extent internal instructional supervision policy obtainable in technical colleges in Yobe State for more effective teacher performance.

Key Words: Supervision, Teachers' Performance**INTRODUCTION**

School administration is the activity done in order to plan, organize and successfully run a school or a process of organizing the way the school activities are carried out. Administration according to

Edem (2006), involves planning activities which aim at the fulfillment of the goals of a particular organization and these activities include internal supervision. Internal instructional Supervision is an administrative tool that provides

opportunities for teachers to be groomed through critical study of instructional processes and classroom interactions to carry out their teaching tasks in line with professional codes of conduct. (Edem, 2006). In the school system, better teacher performance remains the watchword and educational supervision remains an integral part of the school activities. According to Okendu,(2012), Instructional supervision is regarded as the process of enhancing the professional growth of the teachers, curriculum implementation as well as the techniques of teaching in the classroom through democratic interactions between the teacher and the Supervisor for the purpose of improving both teachers' and students' performance.

Trained supervisor who excels at managing employees can make everyone around him or her more effective and efficient. Several supervisory skills directly affect employee's development, helping them to achieve their potential while gaining skills that are valuable to the organization. In technical colleges, the performance of each teacher creates an impression in the entire school and this can be realized through frequent supervision done by the school administrators.

Nakpodia (2006) asserts that, instructional supervision centers on the improvement of the teaching-learning situation to the benefits of both the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of identified areas of teachers' weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations. To this end, internal

instructional supervision therefore means an activity or exercise in which the school leaders or superiors help in facilitating learning by improving teaching and learning environments in schools through guiding, advising, interest stimulation of the teachers and devising ways of improving teachers professionally, student performance and thereby helping teachers to exhibit their creative abilities in the discharge of duties.

Through internal instructional supervision, school leaders identify teachers' areas of weaknesses in both pedagogical skills and professional knowledge and recommendation for re-training after which the teachers are expected to perform better than before (Nakpodia, 2006). Teacher performance is checked through supervision and this is supported by Abdel-Razek (2011), who posited that teachers' performance depends on factors, such as instructional supervision.

Performance that each teacher might exhibit represents the various factors such as the functions and roles assigned to them; the organizational structure in which they operate; their workload; and work management. Teachers at technical college level are the personnel shouldered with the responsibility of imparting knowledge and useful skills to the students in the classroom, laboratory or workshop to make them the students self-reliant and or to further their education after graduation. Therefore, students' acquisition of knowledge, attitude and skills is greatly influenced by the level of teacher performance, teacher attitude to work, etc. In addition, the performance of the teacher can be supervised according to the tasks or responsibilities given to them (Henderson & Gysbers, 2006). It is

therefore crucial for administrators to set standards for their staff to keep them aligned to their field of work and to their daily routine especially when such routines borders on daily instruction and teaching.

Statement of the Problem

The objectives of technical college education can be achieved through the ability of the school administrator bringing together and utilizing human and material resources judiciously. Okendu (2012), posited that the quality of graduates from technical colleges borders on the quality of school administration.

For some time now in Yobe state, the public is bothered about the technical college activities particularly the product of the technical colleges in terms of the graduates they turn out yearly. The knowledge and skills the students acquire from the technical colleges compared to the investment from the government in technical college education are parallel and disturbing and these made stakeholders, especially the employers and parents to associate the quality of graduates with the quality of the school administration. Alani (2003), posited that the lack of teachers' dedication towards teaching depend among other things on poor school internal supervision by the school administrators.

If these problems of teachers' lack of dedication to instructional activities and other school activities are left unchecked, technical colleges will continue to produce graduates who may not possess the employable skills that are expected of them as well as having difficulty in securing admission into universities for further studies. This study therefore sought out to investigate internal instructional supervision as an arm of administrative policy that influences teachers'

performance in technical colleges of Yobe state, Nigeria. Specifically, the study sought to determine:

1. The extent to which internal instructional supervision is carried out in technical colleges of Yobe state.
2. The influence of internal instructional supervision on teachers' performance in technical colleges of Yobe state

Research Questions

The following research questions were formulated to guide the study:

1. What is the extent to which internal instructional supervisions are carried out in Technical Colleges of Yobe State?
2. What is the influence of internal instructional supervision on teachers' performance in technical colleges of Yobe State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance to guide the study

1. There is no significant difference between the mean response of school administrators and teachers on the extent to which internal instructional supervisions are carried out in technical colleges of Yobe State.
2. There is no significant difference between the mean response of school administrators and teachers on the influence of internal instructional supervisions on teachers' performance in technical colleges of Yobe State

METHODOLOGY

The study conducted in Yobe State, North East Nigeria employed descriptive

survey design There are eight Government Science and Technical Colleges in Yobe state and the research covered all the eight technical colleges. The population of the study was 894 which consisted of 766 teachers and 128 school administrators. Proportionate stratified random sampling was used to obtain a sample of 280 respondents (comprising of 240 technical teachers and 40 school administrators) which was used for the study. The instrument used for data collection was a structured questionnaire designed by the researchers titled: Teachers’ performance and School Policy Questionnaire (TPSPQ). The instrument having the same items for both teachers and administrators, was divided into two sections: - Section ‘A’ and Section ‘B’. Section ‘A’ requested for personal data of respondents. Section ‘B’ was used to solicit information that was used to answer the research questions and test the hypotheses of the study.

The instrument was face and content validated by three validates from the Department of Technology Education, Modibbo Adama University of Technology, Yola, Adamawa State, Nigeria and was trial tested on 20 technical teachers and five school administrators in Government technical college Yola, Adamawa State.

Data collected from the try out was used to determine the reliability of the instrument which was estimated at 0.92 using Cronbach’s Alpha method. The instrument was administered to the respondents by the researchers with the help of eight research assistants; one research assistant from each of the eight technical colleges in Yobe State. The instrument was retrieved after three weeks with 96 percent return rate.

Data collected was analyzed using the statistical mean to answer the two research questions and the upper and lower real limit of responses of respondents was used to take decision on each item. The two null hypotheses of the study were tested using z-test at 0.05 level of significance and where the calculated z value (z-Cal.) was less than the z critical (z-Crit.), the null hypothesis was upheld otherwise the null hypothesis was rejected.

RESULTS

Results were presented based on research questions and hypotheses that guided the study.

Research Question 1: What is the extent to which internal instructional supervision are carried out in technical colleges of Yobe State?

Table 1: Mean Responses of School Administrators and Teachers on the Extent of Internal Instructional Supervision in Technical Colleges of Yobe State

S/N	Extent of Internal Instructional Supervision		n _A =40 n _T = 240 N = 280			Remarks		
			\bar{X}_A	σ_A	\bar{X}_T		σ_T	\bar{X}_G
1	Checking of teachers’ lesson plan/notes		3.76	0.88	3.61	0.68	3.64	HE
2	Supervising teachers’ ability to keep students’ records		3.66	0.78	3.54	0.85	3.56	HE
3	Supervision of teachers’ coverage of scheme of work		3.71	0.75	3.38	0.55	3.42	ME
4	Teachers are supervised for conduct of daily class roll call		4.03	1.07	3.39	0.52	3.48	ME

5 Teachers are supervised to ensure students participate in extra curricula activities	3.87	0.75	3.29	0.46	3.37	ME
6 Teachers are supervised to ensure that they participate in students discipline	4.00	0.87	3.44	0.57	3.52	HE
7 Supervision to ensure teachers give test as at when due	4.05	0.56	4.48	0.57	3.56	HE
8. Teachers are supervised during students' practical lesson to ensure students adhere to workshop safety	3.71	0.68	3.42	0.53	3.46	ME
9 Teachers are supervised to ensure they break scheme of work and enter it in the weekly diary records	4.11	0.93	3.55	0.65	3.63	HE
10 There is supervision of teachers' time book in schools	3.71	0.73	3.44	0.58	3.48	MH
11 Terminal examination questions are moderated by the school administrators to ensure conformity to schemes	3.97	0.80	3.35	0.52	3.44	ME
12 Teachers are supervised on how they keep records of students' assessment	3.74	0.75	3.63	0.67	3.64	HE
13 Teachers are supervised on how they keep records of students' attendance	3.76	0.89	3.77	0.76	3.77	HE
14 Teachers are supervised to ensure sick students are promptly directed to clinic	3.71	0.93	3.61	0.69	3.63	HE
15 There is constant supervision of duty masters to ensure students report back to school promptly on outings	3.76	0.82	3.43	0.70	4.48	HE
	3.84	0.83	3.49	0.62	3.61	HE

\bar{X}_A = mean of administrators, σ_A = standard deviation of administrators, \bar{X}_T = mean of teachers, σ_T = standard deviation of teachers, X_G = grand mean of respondents, n_A = number of administrators, n_T = number of teachers, N = number of respondents, VHE = very high extent, HE = high extent, ME = moderate extent, LE = low extent, VLE = very low extent

Table 1 showed the responses of both school administrators and teachers on the extent of internal instructional supervision in technical colleges in Yobe State. Grand mean of school administrators (3.84); revealed that internal instructional supervision is carried out to a high extent whereas grand mean of teachers (3.49) showed that internal instructional

supervision is carried out to a moderate extent in technical colleges of Yobe State

Research Question 2

1. What is the influence of internal instructional supervision on teachers' performance in technical colleges of Yobe State?

Table 1: Mean Responses of School Administrators and Teachers on Influence of Internal Instructional Supervision in Technical Colleges of Yobe State

S/N	Extent of Internal Instructional Supervision	$n_A=40$		$n_T = 240$		N = 280	Remarks
		\bar{X}_A	σ_A	\bar{X}_T	σ_T		
1	Checking of teachers' lesson plan/notes						
2	improves their skills in lesson planning	4.78	1.02	3.99	0.92	4.02	HE
	Checking teachers 'ability to keep						
	Students record improves their						
	performance in record keeping	3.87	0.93	3.78	0.86	3.79	HE
3	Supervising teachers during lesson						
	presentation improves their						
	performance in lesson presentation	3.87	0.98	3.83	0.83	3.83	HE
4	Supervising teachers' conduct of class						
	roll call improves teachers control of						
	class attendance	4.21	1.04	3.90	0.82	3.95	HE
5	Checking teachers when encouraging						
	student in extra curricula activities						
	improves their performance	4.11	0.92	3.84	0.76	3.88	HE
6	Supervising teachers' participation in						
	Students' disciplinary matters improves						
	their performance	3.92	0.94	3.83	0.77	3.84	HE
7	Supervising how teachers administer						
	C.A. improves their skills in setting and						
	conducting assessment	3.87	0.80	3.71	0.81	3.74	HE
8	Supervising teachers during practical						
	lesson to ensure students conformity to						
	safety standards improve their performance						
	in observing safety rules	3.79	0.94	3.82	0.84	3.81	HE
9	Supervising teachers in breaking schemes						
	of work into weekly diary improves their						
	performance in planning	4.03	0.84	3.81	0.77	3.84	HE
10	Daily signing of teachers' time book by						
	principals improve teachers' punctuality	3.97	0.78	3.77	0.75	3.80	HE
11	Moderating terminal examination questions						
	improves teachers' skills in setting						
	questions	3.76	0.70	3.66	0.66	3.67	HE
12	Checking teachers' assessment records						
	improves their performance in record						
	keeping	4.00	0.79	3.72	0.67	3.76	HE
13	Checking how teachers maintain						
	classroom attendance improves						
	their performance in record keeping	3.92	0.82	3.69	0.65	3.72	HE
14	Supervising teachers deal with						

	students' health issues improve						
	teacher performance in coordination	3.87	0.87	3.71	0.70	3.74	HE
15	Supervising how teachers organize practical lesson in ICT laboratory improves their ICT skills	3.79	0.81	3.75	0.70	3.76	HE
16	Supervising teachers when presenting lessons improve their performance in pedagogy	3.47	0.64	3.48	0.73	3.48	ME
		3.90	0.86	3.76	0.76	3.79	HE

\bar{X}_A = mean of administrators, σ_A = standard deviation of administrators, X_T = mean of teachers, σ_T = standard deviation of teachers, X_G = grand mean of respondents, n_A = number of administrators, n_T = number of teachers, N = number of respondents, VHE = very high extent, HE = high extent, ME = moderate extent, LE = low extent, VLE = very low extent

Table 2, showed the analysis that answered research question two. Data presented revealed that administrators and teacher have grand means of 3.90 and 3.76 respectively implying that internal instructional supervision influences teacher performance to a high extent in technical colleges of Yobe State.

Hypothesis 1

There is no significant difference between the mean response of school and administrators' teachers on the extent to which internal instructional supervisions are carried out in technical colleges of Yobe State.

Table 3: z- test Analysis of the Extent to which Internal Instructional Supervision is Carried out in Technical Colleges of Yobe State

Respondents Category	NO	X	SD	z-cal	z-cri	Remarks
Administrators	38	3.84	0.83	6.79	1.96	Rejected
Teachers	231	3.49	0.62			

From table 3, the calculated z- value of (6.79) is greater than the z-critical value of (1.96) at 0.05 level of significance. This led to the rejection of the null hypothesis implying that the mean response of school administrators and teachers with regard to extent to which internal instructional supervision are carried out in technical colleges of Yobe state differ significantly

Hypothesis 2

There is no significant difference between the mean response of school and administrators' teachers on the influence of internal instructional supervisions on teachers' performance in technical colleges of Yobe State

Table 4: z-test Analysis of Influence of Internal Instructional Supervisions on Teachers' Performance in Technical Colleges of Yobe State

Respondents Category	NO	X	SD	z-cal	z-cri	Remarks
Administrators	38	3.90	0.86	2.72	1.96	Rejected
Teachers	231	3.76	0.76			

From table 4, the calculated z-value of (2.72) is greater than the z-critical value of (1.96) at 0.05 level of significance. This led to the rejection of the null hypothesis indicating that the mean response of school administrators and teachers with regard to influence of internal instructional supervision on teachers' performance in technical colleges of Yobe state do differ significantly

Findings of the Study

Based on the data analysis, findings of the study revealed as follows:

- 1 Internal instructional supervision is carried out to a high extent in technical colleges of Yobe State
- 2 Internal instructional supervision influence teachers' performance to a high extent in technical colleges of Yobe State by improving teachers and various skills in the teaching processes
- 3 Significant difference existed between the mean response of school administrators and teachers on the extent to which internal instructional supervision is being conducted and its influence on teachers' performance in technical colleges of Yobe State

DISCUSSION

Finding of the study on research question one revealed that internal instructional supervision is carried out to a high extent in technical colleges of Yobe

State. Even though, school administrators differ from technical teachers in the level of their responses; it is clear that both respondents agreed to some extent that internal instructional supervision is being carried out in the colleges. This finding echoed several positions in literature especially as seen by Joyce (2012) that supervision of instruction is one of the several techniques employed in achieving educational objectives and Chang (2001), who opined that internal instructional supervision offered by the school administrators is effective in providing internal monitoring of the day to day school activities and provides the opportunity for the teachers to keep up to date with professional development and helps to identify strengths and weaknesses of the teachers. In the same vein Omoregie (2002) believes that instructional supervision as an internal process (micro-inspection) has over the years revitalised the day to day school teaching-learning process thereby promoting both teacher and students' productivity.

Findings on research question two revealed that internal instructional supervision to a high extent influences teacher performance in technical colleges of Yobe State. Indices of such performance as revealed in the study include improvements in teacher lesson preparation and delivery, breaking scheme of work into weekly activities, planning,

organizing and coordination classroom activities, actively participating in both students discipline and leisure/extra curricula activities etc. This finding no doubt became pertinent as several researchers tend to respond in the affirmative. Ngozika, Usen and Emmanuel (2015), found that adequate internal school supervision affects teachers' performance positively. Nasongo (2008) opined that internal school supervision plays an important role in checking the activities of teacher to ascertain the level of their performance in instructional activities compared against set educational goals.

Findings of this study on improved teacher performance also agreed with the findings of Neagley and Evans (2000) who found out that instructional supervision by school administrators improve upon teachers' professional competencies, techniques and skills in specific area of teaching and learning, addresses common needs of teachers with regard to teaching and learning and providing pedagogical improvement for effective teaching and learning that denote improvement in teacher performance. Accordingly, Nakpodia (2011) found out that with enough supervision there is usually improved school discipline. Usman (2015), in his study found out that regular instructional supervision using robust supervision strategies like checking of students' notebooks, classroom visitation/and inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers record keeping have significant correlation with teachers' performance and academic achievement of students in secondary schools.

Significant difference was found to exist between the mean response of school

administrators and teachers on the extent to which internal instructional supervision is being conducted and its influence on teachers' performance in technical colleges of Yobe State. This finding implied that school administrators and teachers varied significantly on their view on instructional supervision and its influence on teacher performance. An indication that school administrators lack decision making and supervisory skills and or do not likely involve teachers in crucial decision-making processes in the school (Micheal, Anpe & Gambo, 2015).

CONCLUSION

Based on the findings of this study it was concluded that internal instructional supervision was carried out to a high extent in technical colleges of Yobe State. The Implementation of internal instructional supervision in technical colleges of Yobe State to a high extent influenced teachers' performance in various teaching and learning processes especially in improving teacher lesson preparation and delivery, breaking scheme of work into weekly activities, planning, organizing and coordinating classroom activities, actively participating in both students discipline and leisure/extra curricula activities etc.

RECOMMENDATIONS

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

1. Ministry of Education should formulate strategies in order to assist the school administrators to intensify the implementation of more effective internal instructional supervision in technical colleges of Yobe State
2. The Yobe State ministry of education, through the science and

technical schools board should intensify external supervision in technical colleges to ensure consistent and all round internal supervision by school administrators

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