

INFLUENCE OF SCHOOL SUPERVISION ON SECONDARY SCHOOL TEACHERS'
PRODUCTIVITY IN KOGI STATE, NIGERIA

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Abstract

The study focused on how school supervision affects teachers' productivity in secondary schools in Kogi State, Nigeria. The study utilized a descriptive survey approach. All secondary school administrators and instructors from the 365 schools in Kogi State made up the study's population (TSC 2021). 189 teachers and 21 principals make up the 210-person sample for this study. To obtain the sample, the purposive sampling approach was used. The primary instrument used to gather data was the "Influence of Supervision on Secondary School Teachers Productivity Questionnaire" (ISSSTPQ). The instrument was validated by three specialists, and the reliability estimate was 0.75. The instrument was dependable, as shown by the high reliability index of 0.75, and was thus appropriate for the investigation. Any ratings below the cutoff of 2.50 on a 4-point Likert scale were ignored for rating the item. The t-test statistic was employed to test the hypothesis, while mean and standard deviation were used to answer the study questions. Principals and instructors both felt that teachers were effective at their jobs, according to the study's findings, and both groups also thought that more productive teachers benefited from competent instructional supervision. Based on the findings of this study; the following recommendations were made; the government should provide an environment that is supportive, Principals, who oversee instruction in their various schools, ought to take their

responsibility and Teachers should consider supervision to be the answer to increased production, so that he is constantly available for supervision.

Keywords: School Supervision, Secondary School, Teachers' Productivity

Introduction

An educational setting known as secondary education is designed for students aged eleven and up. In particular, it refers to the education provided for pupils between the ages of 11 and 17. (Federal Ministry of Education 2013). They exist in Nigeria, Britain, France, India, Canada, and the United States of America to give kids the chance to pursue an education and lead more insightful and rewarding lives. The purpose of secondary education is to educate students for successful life in the society and for higher education. It aims to create a generation of individuals who can think independently, respect others' opinions and feelings, uphold the dignity of labor, and live honorable lives as citizens. Secondary schools should ideally serve the purpose of educating and preparing middle-level technicians and skilled workers.

According to Enefu (2015), secondary education is a programme for those who have completed elementary school and serves as a stepping stone to a career in higher education. In highlighting the significance of secondary education, Ogbonnaya (2010) noted that it is a stepping stone to higher

education, aids in the development of the youths' potentials and their cultural talents, encourages student collaboration, aids in the creation of good citizens, and provides for differences in talents and opportunities as a result of its broad and diversified curriculum. Kogi State is one of the federation's states where the Teaching Service Commission has appointed principals to lead secondary schools.

The management of schools is acknowledged as the foundation of the educational system. In a system where all changes often start at the top and move down the administrative ladder to the schools, supervision is a key connection. With one foot in the administration and the other in supervision of schools forms a natural bridge between the policy makers and the teachers on the field. Briggs and Justman state that "supervision is to coordinate, stimulate, and steer the evolution of each individual student through the exercise of his skills toward the fullest and most intelligent engagement in the society in which he lives" in Kochhar (2005). According to Eye, Nefzer, and Krey's definition in Giwa (2005), supervision is the part of school management that is primarily concerned with meeting the right instructional expectations at the educational system. The resources offered by the school are people, things, and money. For the school to attain its aims and objectives, the management of these resources is crucial. In order to and uphold established standards at all levels of education below the university level, the Federal Government of Nigeria (2013) mandated that government establishment of efficient and effective quality assurance agencies at Federal, States/FCT, and Local Government levels. Therefore, according to Abama (2012), "supervision is an all-out determined effort of the school official toward providing leadership to the students and other employees in the educational sector for the objective of improving instruction.

According to Plunkelt, Refferty, and Johnson in Abama (2002), harnessing each individual's effort inside the educational system has the overall benefit of achieving everyone's potential in order to improve the educational system or programme. The success and survival of secondary schools under their management thus

depend on the principal's responsibility. The role of the principal is well-established at the institution. The principal serves as the top executive and juggles a variety of tasks that are incredibly difficult (psychologist, teacher, facilities manager, philosopher, security officer, diplomat, social worker, mentor, public relation director, coach and cheer leader). Nakpodia (2009) asserts that under the Nigerian educational system, principals are also teachers, who act reasonably as parents to the students in their charge as long as they do so in conformity with accepted standards of educational practice. The principal is the chief executive officer of a secondary school. Principals, as leaders, hold the key to enacting massive, long-lasting educational reforms like enhancing students' legal rights, implementing site-based management, improving school climate, and transforming schools into professional learning communities (Fullan, 2002). Igwe (1990) similarly defined the principle as the administrator who is expected to possess the skills and abilities necessary to fulfill his administrative responsibilities as the chief custodian of their respective institutions. The principals of their respective schools serve as the institutions' unwavering leaders and administrators, and the author further emphasized this point. Supporting this view, Findley and Findley (2007) stated that if a school is to be an effective and productive one, it will be because of the instructional leadership of the principal.

Productivity refers to the effectiveness with which a particular set of resources is used to the accomplishment of a given set of goals. Productivity, according to Ebong (2017), is how effectively inputs are utilized to achieve the desired output. However, efficiency and effectiveness are two aspects of productivity. Efficiency is the degree of service quality attained from a specific quantity of resources. While the level to which the provider satisfies the needs and requirements of the community and its stakeholders is referred to as effectiveness. Ogundipe in Uyanga (1995) had a similar perspective and defined productivity as simply the connection between input and output. In this way, security as a factor in education ultimately affects productivity in education. The hallmark of a country's growth and development is high

productivity. The productivity and ability of the educational system are demonstrated by how well teachers carry out their specific roles and responsibilities. The educators serve as the hub around which the educational system turns. Teachers are essential to the improvement of teaching and learning because without them, no country can experience meaningful and long lasting socioeconomic, political, or technical development. To put it simply, productivity is a measure of job performance.

An employee's productivity is a measure of how much the goals of the organization are achieved through his commitment to and performance of the job. Dunkin in Yiba (2013) suggested that teachers' productivity level may be evaluated in terms of what they control and actually do in the classroom, such as teaching effectiveness is a multidimensional instrument as it measures a variety of diverse aspects of teaching. Examining what teachers do is one approach to gauge their productivity. Kennedy (2016) quoted Owoeye as saying that good teaching, lesson note preparation, effective use of the work schedule, effective supervision, monitoring of students' work, and disciplinary prowess are all qualities that teachers should promote in the educational system. In this regard, teachers' performance could be assessed through an annual report of their activities, including their performance in terms of preparation for and delivery of lessons, subject-matter expertise, competence, dedication to their jobs, and extracurricular pursuits. Other criteria for evaluation include the instructors' capacity for discipline, as well as their effectiveness in the areas of leadership, supervision, and work monitoring. Teachers' performance in the classroom can be used to gauge their productivity. The ratio of production that teachers create is known as their productivity; in this case, the output is the caliber of the pupils they produce or turn out on a yearly basis (Musibau & Adigun, 2010).

In addition to what they actually do in the classroom, such as effective teaching, classroom, and performance, teachers' productivity levels can also be assessed (Dunkin, 1997). The low productivity of secondary school teachers has been attributed to a variety of causes. Numerous

studies have documented teachers' discontent with their instruction (e.g., Van den Berg, 2002; Scott, Stone & Dinham, 2001). Lack of professional autonomy, low pay, and a lack of teaching resources are some of the explanations given for low teacher work satisfaction. Lack of excitement for the job, teacher absenteeism, instructor stress, and poor student performance are all consequences of teacher's job discontent on the teaching/learning process. Other impacts of job unhappiness in teachers include abrupt departure from the field in search of better opportunities and underperformance on their part (Tshannen-Moran & Hoy, 1998). People work all around the world to earn money that they may use to buy the essentials and luxuries they need to improve their lives. Additionally, in order to be able to take care of their extended families, workers (in this example, teachers) require money. Arubayi (1991) argued that money is an economic reward and a way to increase job satisfaction among Nigerian workers in support of this. A fair wage that is paid on time improves employee morale, makes them happy, and encourages greater commitment to their task.

Demaki (2012) noted that money not only provides for workers' psychological requirements but also their material needs, supporting this statement. Teachers benefit from promotion since it involves a raise in pay, taking on more responsibility, and raising their social position. As a result, employees now have more purchasing power, are given the chance to exercise their initiative and develop their skills, and as a result of this elevation, they report feeling extremely satisfied with their employment. Demaki (2012), who emphasized the advantages of promotions for employees, reiterating that they are positively associated to job satisfaction due to the social prestige that salary and promotions carry and how it is related to occupational level. In a similar line, Eze (2004) said that staff promotions improve job satisfaction by motivating employees and boosting staff morale. This in turn increases productivity and efficiency.

According to Klecker and Loadman (2011), teachers' job satisfaction was determined by how they felt about their pay, opportunities for advancement, the degree of challenge in their position, their level of autonomy, their overall

working conditions, and their interactions with coworkers and students. Because instruction is the cornerstone of the teaching-learning process in the school, internal school supervisors should focus on instructional supervision to increase teachers' productivity in secondary schools (Oluwole 2007). The many ways of instructional supervision all reflect the fact that it is a service activity performed with the goal of assisting instructors in doing their duties more effectively. In schools, a number of these supervision strategies are in use. In light of this, Morrison (2010) listed some characteristics of effective instructional supervision, including regular occurrence in a secure atmosphere, relationship based foundation, process understanding and appreciation, and integration into the organization's culture. Similarly, Enefu and Yusuf (2016) found the following characteristics of effective instructional supervision:

1. Provide customers with the chance to offer both positive and constructive criticism.
2. Assist employees in determining what is effective so that total services can be made more effective and efficient.
3. Strengthen connections between service users and employees.
4. Enhance the quality of life for those who utilize services, for instance.
5. Aiding the employee in coming up with new and/or more efficient ways to do tasks.
6. Increase the employee's sense of job satisfaction.
7. Decrease the need for complaints procedures by spotting and, ideally, addressing any issues as soon as they arise and handling them in a less confrontational manner.
8. Help service users gain more self-confidence and independence.
9. Middle managers (the supervisors) will gain by being reminded of the realities of the daily care and assistance they are in charge of.

Supporting the viewpoint of the other researchers mentioned above, Oraemesi (1986) notes that from its start, it has greatly improved the quality of the instructors in the educational system. Thus, the need for monitoring, which looks destined to

play a crucial role in establishing the structure and substance of the curriculum, in choosing the organizational patterns and teaching aids for the school, and in assessing the entire educational process.

Statement of the Problem

The lack of school supervision may be the cause of many educational issues the society seems to be having. This appears to lead to teachers being less productive, which appears to have a negative impact on both teaching and learning. Stakeholders in the education sector appear to have developed a number of strategies to address the issue of school supervision and increasing teacher productivity in the secondary schools. Despite our best efforts, we don't seem to be getting the anticipated outcomes. What is the current level of instructors' productivity in the field of study? These are the questions that this study is prepared to address. And how might school supervision raise the level of local teachers' output?

Purpose of the Study

The main purpose of this study is to find out the influence of school supervision on secondary school teachers' productivity in Kogi State, Nigeria. Specifically, the study tried to:

- (1) find out the level of teachers' productivity in Secondary Schools in Kogi State, Nigeria.
- (2) determine the influence of instructional supervision on the improvement of teachers' productivity in Secondary Schools in Kogi State, Nigeria.

Research Questions

The following research questions guided this study:

- (1) What is the level of teachers' productivity in Secondary Schools in Kogi State, Nigeria?
- (2) What is the influence of instructional supervision on the improvement of teachers' productivity in Secondary Schools in Kogi State, Nigeria?

Hypothesis

This study was guided by this hypothesis:

H_0 : There is no significant difference in the mean scores of the teachers and principals on the influence of instructional supervision on the improvement of teachers' productivity in Secondary Schools in Kogi State, Nigeria.

Methodology

The study's main focus was on the influence of school on secondary school teachers' productivity in Kogi State, Nigeria. The descriptive survey design was adopted for this study. The population of the study comprised all secondary school principals and teachers from the 365 schools in Kogi State (TSC 2021). The sample size of this study is 210, 21 principals and 189 teachers. The purposive

sampling method was employed to arrive at the samples, this was considered in order to assess the key respondents. A titled: "Influence of Supervision on Secondary School Teachers Productivity Questionnaire" (ISSSTPQ) was the main tool used to collect data. Three experts validated the instrument and the reliability estimate was 0.75. The instrument was reliable, as evidenced by the high reliability index of 0.75, and was thus suitable for the study. The instrument was rated using a 4-point Likert scale, and any responses below the benchmark of 2.50 were disregarded. Mean and standard deviation were used to answer to the research questions, and the t-test statistic was used to test the hypothesis.

Results

Research Question 1

What is the level of teachers' productivity in Secondary Schools in Kogi State, Nigeria?

Table 1: Mean responses of principals and teachers on level of teachers' productivity in Secondary Schools in Kogi State, Nigeria.

		$\bar{x}$	SD
Principals	21	3.80	0.00
Teachers	189	3.45	0.28

The data in Table 1 show the mean and standard deviation of teachers' and principals' production levels as a result of school monitoring in secondary schools in Kogi State, Nigeria. According to the Table, instructors had mean

ratings of 3.45 and a standard deviation of 0.28, while principals had mean ratings of 3.80 and a 0.00. According to the outcome, both teachers and principals agreed to the items.

Research Question 2

What is the influence of instructional supervision on the improvement of teachers' productivity in Secondary Schools in Kogi State, Nigeria?

Table 2: Mean responses of principals and teachers on the influence of instructional supervision on the improvement of teachers' productivity in Secondary Schools in Kogi State, Nigeria

		$\bar{x}$	SD
Principals	21	4.00	0.00
Teachers	189	3.59	0.30

The results in Table 2 showed that instructional supervision had a positive influence on teachers' productivity at secondary schools in Kogi State, Nigeria, as measured by mean and standard deviation for principals and teachers. According

to the Table, teachers received mean ratings of 3.59 with a standard deviation of 0.30 while principals received mean ratings of 4.00 with a standard deviation of 0.00. The conclusion is that, both teacher and principals agreed to the items.

Hypothesis

There is no significant difference in the mean scores of the teachers and principals on the influence of instructional supervision on the improvement of teachers' productivity in Secondary Schools in Kogi State, Nigeria.

Table 3: t-test analysis of the significant difference between the mean ratings of principals and teachers on the influence of instructional supervision on the involvement of teachers' productivity in Secondary Schools in Kogi State, Nigeria.

Gender	N	Mean	SD	Df	t-value	p-value
Principals	21	4.00	0.00	208	208	0.36
Teachers	189	3.59	0.30			

The t-test outcome for the significant difference between the mean judgments of principals and teachers on the influence of instructional supervision on the enhancement of teachers' productivity in secondary schools in Kogi State, Nigeria, as shown in Table 3. The outcome reveals a t-test of 2.09 with a probability value of 0.36. This probability value was assessed using the threshold of 0.05 for significance, and it was determined that it was not significant. The null hypothesis was therefore accepted. The conclusion made is that there were no appreciable differences between administrators' and teachers' responses about the influence of instructional supervision on teachers' involvement and productivity in secondary schools in Kogi State, Nigeria.

Discussion of Findings

The study's results with regard to research question one revealed that principals and teachers concurred that teachers are effective in teaching, always prepared for lessons, effective in using schemes of work, involved in effective supervision, involved in monitoring students' work, excellent in classroom management, have good mastery of subject matter/competence, and are very dedicated to their jobs and extracurricular activities. The results of this study concur with those of Yusuf & Fashiku (2016) and Owoeye in Kennedy (2016) who stated that traits of teachers that they should uphold effectively in the educational system include effective teaching, lesson note preparation, effective use of the scheme of work, effective supervision, monitoring of students' work, and disciplinary ability. Similarly, a study by Ndayor, Oluwuo, and Anyamele (2018) found that succession planning predicts 30.2% of teachers' productivity.

Finally, the study's results with relation to research question two demonstrated that teachers and principals both believed that more productive teachers benefit from good instructional monitoring. This is consistent with Edem's (2013) observation in Yisa that the goal of instructional supervision and instructors' productive actions is the modification of behavior and attitude toward the institution of the school. In conclusion, a good supervisor needs to be sincere, firm, approachable, willing to assist teachers with their issues, and available to do so. They also need to maintain a supportive environment that will encourage, stimulate, and inspire teachers to work effectively and professionally, enhance high levels of productivity in teaching, and ultimately lead to high levels of student performance.

Conclusion

The study's findings led to the following inferences: that teachers and principals are both aware of their staff's level of productivity, and instructional supervision affects that productivity.

Recommendations

The following suggestions were offered in light of the study's findings:

1. To help teachers and principals become more committed to their work, the government should provide an environment that is supportive.
2. Teachers and principals should be encouraged by the government with incentives.
3. Principals, who oversee instruction in their various schools, ought to take their responsibility seriously because improved supervision of instruction has a significant impact on increasing

- instructors' output.
4. Teachers should consider supervision to be the answer to increased production, so that he is constantly available for supervision.

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