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**IMPACT OF EFFECTIVE SCHOOL SUPERVISION
ON TEACHER JOB / STUDENTS' ACADEMIC PERFORMANCE:
A STUDY OF SELECTED SECONDARY SCHOOLS IN ASABA DELTA STATE**

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Abstract

This study examined the impact of effective school supervision on the academic performance of students and teachers' job productivity in Oshimili South Local Government Area of Delta state. Three research questions and hypotheses were asked and stated to guide the investigation while, survey research design was used to conduct the study since it required the collection of data from selected respondents comprising 10 principals and 190 teachers. Structured questionnaire used for data collection. The study was analysed with SPSS, frequency distribution tables and percentage while, hypotheses were tested with Chi-square (X^2) statistical tool. It was discovered among others that: effective school supervision contributes to the improvement of students' academic performance; teachers' job performance improved as a result of effective school supervision. It was recommended among others that: school principals should intensify efforts to ensure that school supervision is seriously carried out in their schools; more school supervisors should be trained to enable schools receive adequate number for supervision cover coverage.

Key words: Impact, effective, school supervision, teacher, students and academic performance.

Introduction

Supervision as suggested by Nwagwu (2004) is that aspect of educational administration that has to do with providing assistance for the development of better teaching and learning situations using the available resources. Since emphasis has been focused on educational matters as source of national development, one can describe supervision as a service or help to teachers or a process of giving and receiving help in an effort to improving instruction. This effort is concerned with what to teach, when it should be taught, to whom, by whom and how.

As technology advances, the volume of education continues to enlarge too. All other sectors of life of a nation are affected likewise. When there are political changes and there is need to improve school instruction, intensive work with teachers becomes a major problem. The need for supervision in education becomes crucial and inevitable because, it helps to guide and support educational managers to achieve the goals and objectives set by the school. Supervision was established to bring about improvement in the curriculum and instruction to attain the needs of society (Fabiya, 2004).

Historical knowledge has always been considered a necessary step in discussing contemporary issues. Such knowledge gives insight into the nature of educational problems. Schools inspection in Nigeria had been considered as an important feature of educational administration that various governments throughout the nation's history tried to set up a special division, the inspectorate unit ought to perform the function of inspectorial control of school (Obanya, 2013).

Formal education has passed through different faces of ownership and control from missionary to community, to private individuals and then to state. At any of these stages, government recognized the importance of supervision. The government understands the positive effect of supervision on students' performance in academic works, its ensuring efficiency and effectiveness to the school system as evidenced in the appointment of Rev. Metcalf Sunter, as the first inspector of schools in 1882 (Ejiogu, 2000). Regrettably after the takeover of all schools in 1970 by government, supervision has been a relatively neglected activity in the Nigerian educational system. These days, supervision appears to be less important as they are simply carried out as a function of formality. Little or no serious attention is being paid to school supervisions and this is contrary to what it used to be in terms of the actual national policy recommendations (FGN, 2004).

Supervision according to Nwankwo (1984) as cited in Peretomode (1995) can be divided into two categories. These are instructional and personal supervision. Instructional supervision has been defined as a set of activities which are carried out for the purpose of making the teaching and learning purpose better for the learner. Personal supervision on the other hand deals with the set of activities, which are carried out by supervisors with the basic aim of performing their duties optimally. Education should be functional according to (Igwe, 2013) in order to meet societal needs. Thus effective school supervision is necessary to achieving this.

Recently, parents and guardians are becoming more curious about the kind of education

given to their children and wards. Quite often, they show their concern by demanding for a more improved quality of education, through the Parents, Teachers Association (P.T.A). Morrison, Nyorere and Igwe (2013) seem to have identified effective school supervision as a way of repositioning education to enhance quality in Nigeria when they affirmed that it must be accorded high priority. In the school system, the supervisor and teachers ought to work together to identify, analyze learning difficulties of pupils and plan out remedial instruction techniques for such students. The school administrator should design supervisory techniques and also encourage the staff to exercise their talents when necessary so that in the end, instruction and instructional procedures will be improved. If the teacher is the architect of human society as observed by Aggarwal (2004) then his activities in schools should be supervised with diligence.

Lack of effective supervision may result in low productivity, underperformance and general poor academic performance of students. For example, Madumere (1999) observes that where there is no supervision, teachers may avoid attending classes or even desist from attending school. This according to her would negatively affect students' and teachers performances. On the other hand, students' truancy may increase to alarming proportion. The teaching and learning environment may as well be kept untidy. It is expected that administrators should be potentially oriented. Thus school administrators are instructional leaders, resource agents who are deeply and continuously involved in the effectively achieving the objectives of the school system through improved curriculum and instructional practices (Madumere, 2000). The materials components of a school are the pupils, students, teachers, facilities etc. The task of coordinating them is the responsibility of the supervisor and it requires a lot of skills, training and experience to do the job well (Ejiogu, 2000).

Statement of the Problem

In early 1970s, school supervision was regarded as a very crucial part of the school systems hence, serious attention was given to it and this resulted in improvement in teachers' job performance as well as students' good performances in academic works. In recent times, it appears that people especially, school management are no longer concerned with paying serious attention to effective school supervision. One wonders whether school objectives are still achieved without effective supervision. Effective school supervision could prevent examination malpractice, teachers' absenteeism, breakdown of law and order, indiscipline among students and teachers and a host of other challenges. Unfortunately, the supervision is almost neglected by different school and this tends to affect teaching and learning activities negatively. One therefore wonders the reason behind the unserious attitude recently attached to school supervision. Does it mean that it is no longer beneficial to the school system? This paper seeks to establish the impact of effective school supervision on teachers' job and students' academic performance in secondary schools.

Study Objectives

The study objectives are as follows: **1.** Establish the impact of effective school supervision on students' academic performance. **2.** Determine whether teachers' job performance would be improved as a result of effective school supervision. **3.** Identify if students in well supervised schools would perform better in academics than those who are not.

Research Questions:

1. What is the effect of effective school supervision on students' academic performance?
2. What is the effect of effective school supervision on teacher's productivity?
3. To what extent does effective supervision affects students' academic performance?

Hypotheses: Three hypotheses were raised to guide the study. There are: **1. H₀:** Effective school supervision does not significantly affect students' academic performance. **2. H₀:** There is no significant effect on teachers' job performance due to effective school supervision. **3. H₀:** There is no significant difference in students' academic performance with effective supervision and those without proper supervision.

Significance of the Study

The study revealed the importance of effective school supervision towards improving students' academic performance to school management and other educational stakeholders. It helped school heads to give serious attention to issues regarding supervision of teachers and students. The general public equally benefitted from the result of the study because it made them realise the need for regular and effective supervision of schools. Both policy makers and the inspectorate division of Ministries of education would also be motivated by this study because it helps them to make relevant policies that would guide school supervisory activities. It would help to improve the standards of teachers by exposing them to various training and re-trainings programmes.

Methodology

Oshimili South Local Government Area was the selected locations for the study. in Delta state. 10% of the 20 LGAs of the state were used for the study. The research design used was descriptive survey, since only a sample of the population which comprised principals, vice principal and teachers was needed for generalization of the result. Stratified random sampling technique was used to select 200 teachers from different classes while purposive sampling technique was used to select 5 principals and 5 vice principals from five selected secondary schools. Consideration was also given to equal gender representation.

A structured questionnaire was designed and used for data collection. The first part of the questionnaire was designed to capture the biographic data of respondents with particular reference to their gender, age, qualifications, experience and names of schools. The second part was a rating scale in which the head of schools and teachers were asked to rate some questions based on whether school supervision improves students' academic performance and teachers' productivity. The rating scale section was based on a four Likert scale of 4 to 1, with the highest rating of 4 indicating the highest level of agreement and least of 1, showing the lowest level of response.

The questionnaire was validated by two research experts before it was taken to the field for data collection. Test-re-test method was used to ascertain the reliability of the instrument and the Pearson's Product Moment Correlation Coefficient was used to calculate the two sets of scores and the result was 0.81. The questionnaire was administered to respondents

by the researchers with the help of three research assistants to ensure that proper coverage on the respondents was made.

The data collected were analysed with the aid of statistical package for social sciences (SPSS), simple percentage and frequency distribution tables while, the hypotheses were

Results

Analysis of Questionnaire Subject Items

Research Question 1: *What is the effect of effective school supervision on students' academic performance?*

Table 1: *Distribution of responses on effective supervision and improvement on students' academic performance.*

S/N	Items	SA	A	D	SD	Total
1.	Supervision of schools has nothing to do with improvement of students' academic performance.					
Principals		-	-	4	6	10 (5.0)
Teachers		20	22	75	73	190 (95.0)
	Total	42 (21%)		158 (79%)		200 (100)
2.	School supervision helps to upgrade students' academic performance in my school.					
Principals		6	4	-	-	10 (5.0)
Teachers		81	68	20	21	190 (95.0)
	Total	159 (79.5)		41 (20.5)		200 (100)
3.	No school can boast of quality students' academic performance without effective supervision.					
Principals		7	3	-	-	10 (5.0)
Teachers		70	84	22	14	190 (95.0)
	Total	164 (82.0)		36 (18.0)		200 (100)
4.	My school relies much on effective supervision for good performance of my students.					
Principals		8	2	-	-	10 (5.0)
Teachers		64	72	22	32	190 (95.0)
	Total	146 (73%)		54 (27.0%)		200 (100)

From table 1 above, item 1 reveals that a total of 42 (21%) respondents agreed that supervision of schools has nothing to do with the improvement of students' academic performances while, 158 (79%) who were the majority disagreed with the statement. Also, 159 (79.5%) of the respondents agree that school supervision helps to upgrade students' academic performance in their schools while, 41 (20.5%) who were the minority disagreed with the position. Furthermore, a total of 164 (82%) of the respondents agreed that no school could boast of quality academic performance of students without effective supervision and only 36 (18%) disagreed. Item 4 equally shows that 146 (73%) of the respondents agreed that they rely on effective school supervision for good performance of their students. However, 54 (27%) respondents disagreed with the statement.

Research Question 2: *What is the effect of effective school supervision on teacher's productivity?*

Table 2: *Distributions of respondents' views on effective supervision and teachers' productivity.*

S/N	Items	SA	A	D	SD	Total
5.	Effective school supervision helps school management to maintain quality performance among teachers.					
Principals		6	2	2	-	10 (5.0)
Teachers		80	77	18	15	190 (95.0)
	Total	165 (82.5%)		35 (17.5%)		200 (100)
6.	Most principals do not encourage effective school supervision to improve teachers' performance .					
Principals		-	-	3	7	10 (5.0)
Teachers		10	28	69	83	190 (95.0)
	Total	38 (19%)		162 (81%)		200 (100)
7.	School supervision has helped schools achieve much success in both teaching and learning activities.					
Principals		4	6	-	-	10 (5.0)
Teachers		62	74	24	30	190 (5.0)
	Total	146 (73%)		54 (27%)		200 (100)
8.	The success of my school teaching staff cannot be credited to effective supervision alone.					
Principals		-	-	4	6	10 (5.0)
Teachers		28	26	70	66	190 (95.0)
	Total	54 (27%)		146 (73%)		200 (100)

Item 5 of table 2 above shows that 168 (84%) of the respondents who were the majority agree that effective school supervision helps school management to maintain quality performances among teachers. while, only 32 (16%) respondents disagreed. Item 6 reveals that 38 (19%) of the respondents agree that most principals do not encourage effective school supervision to improve teachers' performance while 162 (81%) who were the majority disagreed with the statement.

Furthermore, 146 (73%) of the respondents agree that school supervision has helped my school achieve much success in both teaching and learning activities while, 54 (27%) of the respondents disagreed with the statement. Also a total of 54 (27%) of the respondents agree that the success of my school teaching staff cannot be credited to effective supervision alone but the majority, 146 (73%) of the respondents disagreed with the claim.

Research Question 3: *To what extend does effective school supervision affects students' academic performance?*

Table 3: *Distribution of respondents' views on the effect of effective school supervision on students' academic performance.*

S/N	Items	SA	A	D	SD	Total
9.	Students perform better in academics when supervised in schools than when they are not.					
	Principals	3	4	2	1	10 (5.0)
	Teachers	67	61	34	28	190 (95.0)
	Total	135 (67.5%)		65 (32.5%)		200 (100)
10.	Schools with effective supervision help their students to achieve better results than other students from schools with less supervision					
	Principals	4	4	2	-	10 (5.0)
	Teachers	74	62	25	29	190 (95.0)
	Total	144 (72%)		56 (28%)		200 (100)
11.	Schools without effective supervision encourage truancy and low performance among students .					
	Principals	5	2	1	2	10 (5.0)
	Teachers	60	58	42	30	190 (95.0)
	Total	125 (62.5%)		75 (37.5%)		200 (100)
12.	With school supervision, it is easy to protect infrastructural facilities for better teaching and learning.					
	Principals	3	3	2	2	10 (5.0)
	Teachers	58	64	45	23	190 (95.0)
	Total	128 (64%)		72 (36%)		200 (100)

Item 9 in table 3 above shows that a total of 135 (67.5%) of the respondents agree that students perform better in academics when supervised in schools than when they are not. 144 (72%) of the respondents who were the majority agree that schools with effective supervision help their students to achieve better results than other students from schools with less supervision while only 56 (28%) of the minority respondents disagreed. Also, 125 (62.5%) of the respondents who were the majority agree with the claim that schools without effective supervision encourage truancy and low performance among students. On the contrary, 75 (37.5%) of them disagreed with the statement. Furthermore, 128 (64%) of the respondents agree that with school supervision, it is easy to protect infrastructural facilities for better teaching and learning while 72 (36%) disagreed with the assertion.

Test of Hypotheses

Hypothesis One: H0: *School supervision does not significantly affect students' academic performance.*

Summary of X² calculated table analysis

X ² cal.	X ² crit.	P	Degree of Freedom	Remark
162.4	7.815	0.05	3	Significant

Decision Rule: Since X² calculated, 162.4 is greater than (>) X² critical value, 7.815 at 0.05 significance level, and a degree of freedom of 3, the null hypothesis (H₀) which states that school supervision will not significantly improve students' academic performance was rejected while the alternative hypothesis (H₁) which states otherwise was accepted. This finding therefore, implies that school supervision can contribute significantly to improve students' academic performance.

Hypothesis Two: H0: *There is no significant effect on teachers' performance as result of effective school supervision.*

Summary of X² calculated table analysis

X ² cal.	X ² crit.	P	Degree of Freedom	Remark
162.6	7.815	0.05	3	Significant

Decision: Since X² calculated, 162.6 is greater than (>) X² critical value, 7.815 at 0.05 significance level, and a degree of freedom of 3, the null hypothesis (H₀) which states that there will be no significant positive impact on teachers' job performance due to effective school supervision.

The alternative hypothesis was therefore accepted. This finding indicates that school supervision has significant impact on teachers' job performance.

Hypothesis Three: H0: *there is no significant difference in students' academic performance with effective school supervision and those without proper supervision.*

Summary of X² calculated table analysis

X ² cal.	X ² crit.	P	Degree of Freedom	Remark
164.0	3.841	0.05	1	Significant

Decision: Since X² calculated, 164.0 is greater than (>) X² critical value, 7.815 at 0.05 significance level, and a degree of freedom of 3, the null hypothesis (H₀) which states that students in schools with effective supervision would not perform significantly better in academics than those from schools that lack effective supervision. The alternative hypothesis was therefore accepted. This finding indicates that school supervision could make significant difference in students' academic performance.

Discussion of Findings

From the analysis of the data, the findings revealed that, all the null hypotheses (H₀) were rejected while the alternative hypotheses (H₁) were accepted. This therefore, implies that effective school supervision contributes significantly to the improvement of students' academic performance and teachers' job productivity as observed by Fabiyi (2004).

The result also showed that students from schools that are effectively supervised perform better in academics than their counterparts from schools that lack effective supervision. This confirms the position of Morrison, Nyorere and Igwe (2013) that it a way of repositioning education in Nigeria. Hence, adopting effective supervision in schools for quality performance was found to be very germane.

Conclusion

This study has critically examined school supervision in connection with its roles in the improvement of the performance of both students and teachers in terms of teaching and learning activities. It has established that school supervision is necessary in order to achieve good performance from both students and the members of staff of secondary schools. Thus it could be asserted that effective school supervision is part of the foundations for the building of an ideal learning environment if, it is effectively applied to secondary schools in society.

Recommendations

The following recommendations were made by the researchers in line with the findings made from the study. (A): School principals should intensify their efforts to ensure that effective school supervision is carried out in their respective schools. (B): More school supervisors should be trained so as to enable schools have adequate number to perform the duties. (C): government should set up monitoring team to ensure that effective supervision of schools is made a routine exercise in order to oversee the activities of schools as often as possible.

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