

EFFECTIVE SUPERVISION AND TEACHER PERFORMANCE: A STUDY OF PRINCIPALS' STRATEGIES IN EKITI STATE SECONDARY SCHOOLS

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Abstract

The study investigated the effective supervision and teacher performance in Ekiti State secondary schools. Two research questions and two null hypotheses were formulated to guide the study. The descriptive survey research design was adopted in the study. The population of the study comprised of 7,573 teachers' in 203 public secondary schools, from which a sample of 480 teachers and 120 departmental heads were selected using a multi-stage sampling techniques (such as simple random sampling and purposive sampling techniques). The respondents were drawn from 30 public secondary schools within the state. Two instruments were used to collect data for the study. The first one is tagged: "Effective Supervisory Strategies Questionnaire (ESSQ), the second is Teacher Performance Questionnaire (TPQ). Face and content validity of the instruments were ensured by experts and test-retest method of reliability was adopted with reliability coefficient of 0.84 and 0.81 for both instruments. The data collected were analysed using Pearson product moment correlation. The hypotheses formulated were tested at 0.05 level of significance. The findings revealed that there was significant relationship between supervisory strategies and teacher performance. Similarly, the findings also showed that there is significant relationship between teacher orientations vis-a-vis teacher performance. It was inferred that supervisory strategies determined teacher effectiveness in secondary education and the more effective the supervisory strategies; the more teachers are effective. It was strongly recommended that school authorities should from time to time remind teachers of what is expected of them through teachers' orientation so as to improve teacher efficiency and performance.

Keywords: Supervisory, strategies, orientation, teacher, performance, secondary school

Introduction

Education is regarded as the foundation for economic growth and development in Nigeria. It is regarded as the foundation of any country's socioeconomic progress on a cultural, ecclesiastical, and political level (Ikegbusi & Iheanacho, 2016). The teacher constitutes a very vital element in national development. The educational system of any country determines its level of growth (Obasi, 2010). Several educational reforms have been implemented in Nigeria to increase educational quality. These reforms in Nigeria require more from teachers and supervisors responsible for secondary school students' success (Butin, 2014). In recognition of the importance of education, every nation including Nigeria has always been earmarking a reasonable budgetary allocation to the sector. The teacher seems to be a key player in the education system and makes a huge contribution to individual character building. Wenglinsky (2000) said teaching efficiency is the biggest factor to the success of students. Teacher helps to convey adult ideals to the next generation and has a substantial influence in the education of citizens. The future of the nation therefore seems to rest very much on the teachers' effectiveness.

The concept performance or effectiveness is how well someone does his/her work. The performance of an employee is a gauge of how well he contributes to the organisation's goals and how well he carries out the job. Depending on the employee's input, the efficacy may be high or low. Two methods for determining performance include job evaluation and measuring the extent to which organisational objectives have been met. Teacher performance can be likened to a teacher's ability to use appropriate approaches and strategies to convey information, skills, and competencies to students in order to achieve anticipated positive learning outcomes (Awogbemi, Bamikole, Dairo and Ayodele, 2023). Teacher performance is a measure of a teacher's ability to achieve intended results in terms of how successfully he or she can maximise learning in the classroom. In the learning process, teachers convey knowledge, values, and skills. If the teacher is ineffective or underperform, the learners will not be able to grow academically. School instructor cannot be separated from the teaching school and the academic results of the schools, because learning and teaching rest on teachers. Not surprisingly, an efficient teacher has been designed as one who provides desired results as a teacher (Uchenna, 2012). Teacher performance can affect the learning culture and academic achievement of students as desired. This can only happen in students if the teacher is well-versed in the subject, communication, a plan of well-prepared lessons, an effective control device for class control, an efficient use of educational resources and recognition of student interest. It is expected of the teachers to have detailed knowledge of their subject areas in order to plan effective lesson notes, deliver effective lessons, monitor and evaluate students' performance, provide regular feedback on students' performance, improvise instructional materials, keep satisfactory records, and discipline students appropriately (Ayeeni, 2010). In spite of the efforts made by the Federal government, State and Local Government and various organisations, the performance of the teachers in senior secondary is still perceived to be too low and far from the expectation.

The trend gives the impression that the reverse is now the case as some secondary school teachers do not have ample acquaintance in their theme and poor delivery of lessons has been observed too. The researcher further observed that teacher performance and effectiveness look like distant from the average and teachers have been reported to develop a tepid approach, inactivity, lack of keenness, non-utilisation of resources, disloyalty, and a lack of concern for learners, with some abandoning their teaching obligations in schools to hunt other companies that would provide them with rapid profits (Olatunji, Bamikole, Kolawole, & Afolabi, 2024). Observations revealed that some secondary school instructors barely get ready for their lesson previous to delivering their lecture in the class. A teacher who does not thoroughly prepare for a lesson will struggle to present it in the classroom. It may be difficult for teachers to deliver a lesson in a sequential manner if they do not prepare for it. The researcher also observed that most secondary school teachers do not bother to utilise the available instructional materials as utilisation of instructional resources seems to determine teacher performance and how effective they are on the job. In Nigeria, the government, teachers, parents, and researchers have expressed their dissatisfaction with the widespread deviation from secondary school objectives. These criticisms are related to the declining standard of secondary education, which necessitates immediate action to prevent further deterioration of the system. Going by observations, secondary school teachers' low efficacy may be due to insufficient supervising techniques in place in the education system. In the report of Arogundade (2009), supervision is a formal behaviour supplied by the organisation to actively influence instruction in order to promote the learning of students. Walker (2016) also considers supervision the duty of enhancing education through regular teacher monitoring. The supervisor advises, directs and helps the teachers fulfil their objectives in the school system (Iroegbu, & Etudot-Eyor, 2016; Okolocha, & Onyeneke, 2013). No wonder Mccglay (2015) believed that the supervisor's key duty is to assist others in performing their duties efficiently and effectively. However, the

perceived supervisory strategies according to the researcher that may be used to improve teacher performance include: principals' classroom visitation, principals' demonstration, workshop, conference and teacher orientation.

The cornerstone for successful transmission of tangible and constructive educational recommendations and ideas is supervision, which helps to attain minimum desirable standards (Arogundade, 2009). The researcher recognised two forms of supervision: internal and external supervision. Internal oversight is provided by school administrators (principal/vice-principal/head of department, as well as a student representatives), while external oversight is provided by the government and appointed agents. External school supervision is the responsibility of the state's Ministry of Education (MoE) and school management (Principal, Vice Principal, and Heads of Departments), which includes monitoring, assessment, and evaluation of the educational system in order to ensure teachers' professional development and effectiveness. The researcher observed that there exists a gap between prevailing knowledge and contemporary supervision. The present standard of education calls for detailed strategic approaches of supervision. Use of the right supervisory strategies may eliminate ineffectiveness and misdirection. The researcher is of the opinion that the problem of ineffective supervisory strategies by school principals may influence the performance of teaching in schools. In the school system where the progress of teacher performance remains their vision, effective supervisory strategies are needed to guide and coordinate the works of teachers in order to facilitate learning. Bearing in mind the significance of supervision and its positive inferences for effective delivery of teachers in schools system, the study, to investigated specifically supervisory strategies such as classroom visitation, workshop techniques, conferences with teachers, principal demonstration and teacher orientation.

Teacher orientation is a supervisory strategy that involves the specification of the quality and quantity of the work required by the principal in clear terms (Young, 2009). A crucial job of the principal is to cultivate quality teachers who will remain in the field of education for a long time. Teachers need to be re-educated and continually reminded about the quality expected of them in schools. Teachers should be made to comprehend what to expect and is deep rooted in creating the right work mindset in teachers (Adegbile, (2008). Supervisors in schools should employ orientation in order to develop teachers' mindset towards teaching (Susan, Amanda, Madison & Charley, 2018). Orientation can be widely considered as a supervisory strategy for quality education that aids school achievement of a high standard in the educational community. It can be seen as an important strategy that enables orderliness and reduces the possibilities of the conflict of interests between school administrators and teachers. However, conducting a short meeting to simply orientate teachers cannot really guarantee the quality education to be provided to young generation, but it requires the support of good mentoring by supervisors. Consequently, there is a gap between existing knowledge and modern supervision in the supervision of instruction. Activities that require supervision are rarely reviewed and controlled. The obsolete system and manner of supervision must be redirected. As a result, their responsibilities are less counterproductive, ineffectual, and misdirected. Upon this milieu, the study examined the relationship between supervisory strategies and teacher performance in senior secondary schools in Ekiti State.

Research Questions

The following research questions have been raised to guide the study:

1. What is the level of teacher performance in secondary schools in Ekiti State?
2. What is the predominant supervisory strategy among principals of secondary schools in Ekiti State?

Hypotheses

The following hypotheses have also been formulated to guide the study:

- Ho₁:** There is no significant relationship between supervisory strategies and teacher performance.
- Ho₂:** There is no significant relationship between classroom visitation and teacher performance.
- Ho₃:** Supervisory strategies will not significantly contribute to teacher performance.

Methods

The study adopted a descriptive survey research design. The population for the study consisted of 7,573 teachers in all 203 public secondary schools in Ekiti State. The study's sample included 480 teachers and 120 departmental heads from 30 public secondary schools in Ekiti State. A multistage sampling technique was used to pick the sample. In stage one, two senatorial districts were picked from the three senatorial districts in Ekiti State using a basic random sample technique. Three Local Government Areas were chosen from each of the Senatorial Districts using a basic random sampling procedure. In stage two, there are a total of six local government areas. In step three, five public secondary schools from each of the six local governments chosen for the study were picked using a simple random sampling procedure. Stage four entailed selecting 16 teachers and 4 department heads from each of the thirty public secondary schools that had been picked before using a simple random selection approach. The study collected data using two self-designed research instruments, the 'Effective Supervisory Strategy Questionnaire (ESSQ)' and the 'Teacher Performance Questionnaire (TPQ).' Both instruments were divided into two pieces. The respondents' bio-data was sought in Section A of the ESSQ, whereas Section B had 25 items. Each of the five sub-variables is measured by five items, namely: principal's classroom visitation, workshop, conferences, teacher orientation and principals' demonstration. The TPQ had two sections: section A collected biographical information about the teachers being evaluated, and section B had 20 items to assess teacher performance. For the ESSQ instruments, a four-point Likert scale was used: Strongly Agree (SA) =4, Agree (A) =3, Disagree (D) =2, and Strongly Disagree (SD)=1. For TPQ instruments, the Likert 4 point rating scale was used as follows: Good (G) = 3, Fair (F) = 2, Poor (P) = 1. Excellent (E) = 4, Good (G) = 3, Fair (F) = 2, Poor (P) = 1. Face and content validity of the instruments were ascertained by experts in the areas of educational management and test and measurement as test-retest technique of reliability was adopted and a reliability coefficient of 0.84 was obtained for ESSQ and 0.81 for TPQ respectively. Pearson's Product Moment Correlation was used to analysed the data collected. The formulated hypotheses were tested at 0.05 level of significance.

Results

Question 1: What is the level of teacher performance in secondary schools in Ekiti State?

The performance of teachers were rated and analysed as frequency counts, percentages, mean, and standard deviation scores were used to represent responses to questions on Teacher Performance Questionnaire (TPQ). The mean score and standard deviation of the responses were used to determine the performance of the teacher (low, moderate, and high). The low level of teacher performance was discovered by subtracting the standard deviation from the mean score ($67.76 - 4.14 = 63.62$). The moderate level of teacher performance was defined by the mean score (67.76), while the high level of teacher effectiveness was defined by the mean score and standard deviation ($67.76 + 4.14 = 71.90$). As a result, the range of poor teacher performance or ineffectiveness is 20.00 to 63.62, moderate performance is 63.63 to 71.8, and high performance is 71.90 to 80.00. Table 1 show the level of teacher performance in secondary schools in Ekiti State.

Table 1: Level of teacher performance in secondary schools in Ekiti State

<i>Levels of teacher performance</i>	<i>No of Respondents</i>	<i>Percentage</i>
Low (20.00 – 63.62)	74	15.4
Moderate (63.63 – 71.89)	312	65.0
High (71.90 – 80.00)	94	19.6
Total	480	100

Table 1 depicts the performance of secondary school teachers in Ekiti State. According to the data, 74 (15.4 percent) of the 480 teachers showed low levels of teacher performance. There were 312 teachers with a moderate level of efficacy, accounting for 65.0 percent of the total, and 94 teachers with a high level of efficacy, accounting for 19.6 percent of the total. This revealed that teachers in Ekiti State were moderately effective in their performance.

Research Question 2: What is the predominant supervisory strategy among principals of secondary schools in Ekiti State?

In order to answer this question, responses were subjected to descriptive analysis involving the use of frequency count, mean score and standard deviation. Items with above 2.50 mean were rated high while items below were rated low 2.50 mean. The result obtained is presented in Table 2:

Table 2: Predominant Supervisory Strategy among principals of Secondary Schools

<i>S/N</i>	<i>Supervisory Strategies</i>	<i>Mean</i>	<i>SD</i>	<i>Rank</i>
1.	Classroom Visitation	12.5	1.97	2 nd
2.	Principal's Demonstration	9.38	2.76	4 th
3.	Workshop	9.37	2.76	5 th
4.	Conferences	10.18	2.68	3 rd
5.	Teacher Orientation	13.96	1.25	1 st

Table 2 showed the predominant supervisory strategy among principals of secondary schools in Ekiti State. The table shows that teacher orientation (Mean=13.96) is the most predominant supervisory strategy closely followed by classroom visitation (Mean=12.54) while the least predominant strategy is workshop (Mean=9.37).

Hypotheses

Hypothesis 1: There is no significant relationship between supervisory strategies and teacher performance of public secondary schools.

In order to evaluate this hypothesis, data on supervisory tactics were collected and subjected to statistical analysis involving Product Moment Correlation at the 0.05 level of statistical significance. The outcome is shown in Table 3.

Table 3: Relationship between supervisory strategies and teacher Performance

<i>Variables</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>R</i>	<i>P</i>
Supervisory Strategies		55.44	5.93		
Teacher Performance	480	67.76	4.14	0.627*	0.000

*P<0.05

The r-cal value of 0.627 is significant at the 0.05 level of significance, as indicated in Table 3, since the P-value (0.000) 0.05. The null hypothesis is rejected. This implies that there is a significant relationship between supervisory strategies and teacher performance.

Hypothesis 2: There is no significant relationship between teacher orientation and teacher effectiveness of public secondary schools.

Data on teacher orientation as supervisory strategy and teacher performance were obtained to test this hypothesis. Pearson Product Moment Correlation was used to compare the two for statistical significance at the 0.05 level. Table 4 shows the result.

Table 4: Relationship between teacher orientation and teacher performance

Variables	N	Mean	SD	R	P
Teacher Orientation	480	13.96	1.25	0.467*	0.000
Teacher Performance		67.76	4.14		

*P<0.05

The r-cal value of 0.467 is significant at the 0.05 level of significance, as shown by the P-value (0.000) 0.05 in Table 4. The null hypothesis is rejected. This implies that there is a significant relationship between teacher orientation and teacher performance. Teacher orientation is moderately and positively related to teacher performance.

Hypothesis 3: Supervisory strategies will not significantly contribute to teacher performance

Table 5: Contribution of Supervisory Strategies to Teacher Performance

Model	Unstandardized Coefficients		Stand Coefficients	T	R	R ²	F
	B	Std. Error	Beta				
(Constant)	71.120	2.534		28.064			
Classroom Visitation	.608	.09	.504	6.268			
¹ Demonstration	.061	.082	.041	.749			
Workshop	.445	.090	.330	4.944	0.782	0.612	6.456
Conferences	.363	.086	.241	4.221			
Orientation	.514	.092	.465	5.587			

a. Dependent Variable: Teacher Performance

Table 5 indicated that the F-cal value of 6.456 is significant at 0.05 level of significance; the null hypothesis was therefore rejected. Hence, supervisory strategies significantly contributed to teacher performance and effectiveness. All supervisory strategies such as classroom visitation, demonstration, workshop, conferences and orientation accounted for 61.2 percent of teacher performance (R²= 0.612). The result showed that all the supervisory strategies positively contributed to teacher performance with classroom visitation having a beta weight of ($\beta = 0.504$), demonstration ($\beta = 0.041$), workshop ($\beta = 0.330$), conferences ($\beta = 0.241$) and orientation ($\beta = 0.465$). The table also shows that classroom visitation is the highest contributor to teacher performance while demonstration is the least contributor to teacher performance. The resulting regression equation is given as:

$$Y = 71.120 + 0.608X_1 + 0.061X_2 + 0.445X_3 + 0.363X_4 + 0.514X_5$$

Where:

Y = Teacher Performance

X₁ = Classroom Visitation

X ₂	=	Demonstration
X ₃	=	Workshop
X ₄	=	Conferences
X ₅	=	Orientation

Discussion

During the study period, the degree of teacher performance in public secondary schools in Ekiti State was rather modest, according to the findings. The ability of principals to visit classrooms on a regular basis, orientate teachers, and organise workshops and conferences may account for the relative moderation of teacher performance in public secondary schools. This finding agrees with that of Adegbile (2008) who asserted that the aims of good principals include supporting students to conceptualise concepts, reflect on processes and improve their potentials, contribute to thinking and creative work in this area, nurture and sustain the interest of students. The findings also agrees with that of Okolocha and Onyekuru (2013) who asserted that the most crucial factors in education is the teachers that plans, organises, designs orientate and stimulate others to learn to convey knowledge utilising the traditional; teaching methods. This finding is consistent with that of Iroegbu and Etudor (2016) who discovered a significant relationship between supervisory strategies and teacher performance. This may be as a result of putting necessary supervisory strategies in place such as classroom visitation, conferences, workshop and teacher orientation. The study revealed that there was a significant relationship between supervisory strategies and teacher performance. This means that principal proven quality and knowledge in term of supervision of teachers to achieve teacher effectiveness for quality performance. It is reasonable to assume that when supervisory are put in place, teachers will be effective and perform well. This may be as a result of principals' involvement in school oversight, undertaking of all routine activities and uncompromising leadership behaviour of the school heads. This finding is consistent with that of Kelechukwu (2011) who asserted that school heads undertake all routine activities to achieve numerous goals as leader towards accomplishing the educational objectives.

The finding of the study revealed that there was also a significant relationship between teacher orientation and teacher performance, according to the research. The study also found that teacher orientation is a major deciding factor of teacher performance in Rivers State secondary schools. This implies that teacher performance is related to teacher orientation. This could be due to the fact that principals orient teachers on a regular basis, as seen by respondents' responses. The findings are consistent with those of Lunenburg and Irby (2012) and Awogbemi, Bamikole, Dairo and Ayodele (2023), who discovered a robust relationship between teacher orientation, mentoring approach and teacher effective instructional delivery for better performance in the management of school business.

Conclusion

The study concluded that supervisory strategies determined teacher effectiveness in Ekiti State public secondary schools. The more effective the supervisory strategies; the more teachers are effective. It is further concluded that classroom visitation, workshop, conferences and teacher orientation were important factors in determining teacher performance for effective and quality of job. It was also concluded that teacher orientation was the most significant key component that determined teacher performance and effectiveness in the region under investigation.

Recommendations

Recommendations were offer in view of the findings from this study:

1. School authorities should from time to time remind teachers of what is expected of them through teachers' orientation so as to improve teacher performance and quality delivery of lesson.
2. The school principals should not relent on the efforts to visit classroom to inspect teachers so as to ensure teacher performance in the management of school business.
3. The government should not relent on their efforts to make sure that conferences are organised for both the school heads and the teachers so as to enhance the performance of teachers in the school system.
4. Education authority should ensure that workshops are organised in the school so as to improve teachers' performance and effectiveness of their jobs.

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