Abstract: This study was designed to investigate the Influence of Supervision of Instruction on Teachers’ Productivity in Secondary Schools in Nigeria with special reference to Education District VI, Lagos State. The study focused on the issues affecting the supervision of teachers in secondary schools in Nigeria which include: supervision of teachers’ classroom lesson delivery. Two objectives were developed to give direction to the problem investigated. Two hypotheses were formulated, tested and decisions were made. The targeted population comprised the management and academic staff of secondary schools in Education District VI, Lagos State. 250 respondents were selected using the stratified random sampling technique from ten (10) schools cross-sectionally selected to make up the sample of the study. A structured questionnaire tagged “Supervision of Instruction and Teachers Productivity Questionnaire” (SITPQ) was used for data collection. The data collected were analyzed using the t-test statistics. The research findings revealed that there is no significant impact of supervision of instruction on teachers' productivity in secondary schools in Nigeria. Several recommendations were made among which is that the government and school administrators should ensure that teachers are always motivated with performance awards, praises, and salary increments to boost their morale and enhance job performance.

Keywords: Supervision of Instruction, Teachers’ Productivity, Classroom Lesson Delivery, Teacher Teaching Methods

Introduction

Nigeria’s educational system has expanded significantly since independence. The introduction of secondary education played a pivotal role in the supply of manpower needed for economic growth and development by creating a class of educated leaders. However, continuous developments cannot be achieved without constantly addressing the issue of poor teachers’ productivity. It is expected of students to exhibit high academic integrity in form of excellent grades and job performance after graduation. Despite the measures in place to improve students’ academic performance in secondary schools, it is rather worrisome that students have continued to perform below expectation in National Examinations.

The researcher observed low teachers’ productivity especially at the senior secondary level which might have been the result of poor students’ academic performance. Eneasator and Umezulike (2010) blamed the failing standard of secondary education on the nonchalant approach of teachers toward teaching in their various schools. The recent trend has been a source of worry to stakeholders in education. Many blame school management while some point fingers at teachers. According to Olaleye (2013), whoever that is to be blamed, remains that, the school and its organizational management correlate with the student’s academic achievement.

In a response to critics on the quality of education and as a measure of improvement on the glaring downward trend on educational achievement Sule (2013) maintained that school supervision has remained one of the most important instruments for checking teachers’ job performance. The worrying trend over the years about increasing poor students’ academic performance perhaps requires intensive instructional supervision.

According to Okendu (2012), supervision of instruction enhances the professional growth of the teacher, the curriculum and improving the techniques of teaching in the classroom through democratic interactions between the teacher and the supervisor. To ensure teaching and learning take place under adequate conditions, effective supervision of instruction is a must.
To ensure that teachers are highly disciplined and their high productivity achieved in the education sector, this apart from staff development will also include strengthening schools’ instructional supervision to ensure that teacher high productivity and work commitment is guaranteed and enhanced (Ikegbusi, 2014). Effective supervision of instructional is therefore inevitable in the Nigerian educational system. It makes the coordination of all activities within the school system possible and improves the teaching-learning situation.

Statement of the Problem

There is likely poor supervision of instructions in secondary schools in Nigeria. Poor supervision of instructions perhaps is a long-existing issue needing attention. The deplorable state of teachers’ productivity leading to the poor academic performance of secondary school students seems to point out that supervision of instruction is not frequently performed in order to provide professional guidance and assistance to teachers to allow them to improve on their instructional delivery. However, for teachers to discharge their duties effectively and efficiently there is a need to adequately educate, supervise and train them.

Non-supervision of teachers’ teaching process could be a major problem in these schools. It could be that school management does not take supervision of teachers’ teaching process as a priority. In light of this unpleasant situation, this study was set out to investigate the influence of supervision of instruction on teachers’ productivity in secondary schools in Nigeria.

Purpose of the Study

The main purpose of the study is to investigate the influence of supervision of instruction on teachers’ productivity in secondary schools in Nigeria. Specifically, the study sought to:

1. Ascertain the influence of supervision of teachers’ lesson plan on teachers’ teaching methods.
2. Examine the supervision of teachers’ classroom lesson delivery on classroom management.

Research Questions

The following research questions guided the study.

1. Is there any significant influence of supervision of teachers’ lesson plan on teachers’ teaching methods?
2. Does supervision of teachers’ lesson delivery have influence on teachers’ classroom management?

Hypotheses

The following hypotheses were designed to focus the problem under study:

H01: There is no significant influence of supervision of teachers’ lesson plan on teachers’ teaching methods.
H02: There is no significant influence of supervision of teachers’ lesson delivery on teachers’ classroom management.

Significance of the Study

It is hoped that the findings of this study would be useful to school supervisors, principals, vice principals, teachers, and the general public because the work would educate the school supervisors as well as school principals on the importance supervision of instructions and how it enhances teachers’ productivity in senior secondary schools. It is also anticipated that the result of this study would help to regulate teachers’ lesson delivery, teachers’ teaching process and teaching methods used in senior secondary schools. The findings also would enable school administrators, supervisors, to make sure that supervision of instructions is done regularly so as to improve productivity level of the teachers.

Furthermore, the study is expected to serve as reference material for researchers who would want to carry out a related study on the subject.
Methodology

The study employed a survey research design. The population comprised the principals, vice principals, counselors, and teachers in senior secondary schools in Education District VI, Lagos State. The total population is 3866. Stratified Random Sampling technique was used in selecting the sample subjects. 10 schools were selected cross-sectionally, and from these, 250 respondents were drawn. A structured questionnaire titled “Supervision of Instruction and Teachers’ Productivity Questionnaire (SITPQ). The instrument validity was handled by three experts. The reliability of the instrument was determined using split-half reliability method which yielded a reliability coefficient(x) of 0.70. Data collected were analyzed with the Pearson Product Moment Correlation(r) Statistics.

Results

Research Hypothesis One: There is no significant influence of supervision of teachers’ lesson plan on teachers’ teaching methods

Table 1: Influence of supervision of teachers’ lesson plan on teachers’ teaching methods.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>tcalculated</th>
<th>t critical</th>
<th>Df</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision of Teachers’ Lesson Plan</td>
<td>27</td>
<td>12.56</td>
<td>2.177</td>
<td>-1.433</td>
<td>1.96</td>
<td>248</td>
<td>NS</td>
</tr>
<tr>
<td>Teachers’ Teaching Methods</td>
<td>233</td>
<td>13.29</td>
<td>3.645</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1, presents the t-test comparison of the influence of supervision of teacher's lesson plan on teachers’ teaching methods. The t-test comparison showed that the difference in the supervision of teacher’s lesson plan and teachers’ teaching methods was not statistically significant, since T-calculated < T tabulated. We, therefore, accept the null hypothesis. Therefore, there is no significant influence of supervision of teacher’s lesson plan on teachers’ teaching methods. The mean scores showed a higher mean for teachers’ teaching methods. It, therefore, follows that the mean score for teachers’ teaching methods (mean = 13.29, standard deviation = 3.645) is higher than that of supervision of teacher’s lesson plan (mean = 12.56, S.D = 2.177).

Research Hypothesis Two: There is no significant influence of supervision of teachers’ lesson delivery on teachers’ classroom management.

Table 2: Influence of supervision of teachers’ lesson delivery on teachers’ classroom management.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>tcalculated</th>
<th>t critical</th>
<th>Df</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ Lesson Delivery</td>
<td>58</td>
<td>12.75</td>
<td>1.832</td>
<td>0.597</td>
<td>1.96</td>
<td>248</td>
<td>NS</td>
</tr>
<tr>
<td>Teachers’ Classroom Management</td>
<td>192</td>
<td>12.57</td>
<td>1.986</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2, presents the t-test comparison of the influence of supervision of teachers’ lesson delivery on teachers’ classroom management. The t-test comparison showed that the mean difference in supervision of teachers’ lesson delivery on teachers’ classroom management was not statistically significant, since T-calculated < T tabulated. We, therefore, accept the null hypothesis. Therefore, there is no significant influence of supervision of teachers’ lesson delivery on teachers’ classroom management. The mean scores showed a higher mean for supervision of teachers’ lesson delivery. It therefore follows that the mean score for supervision of teachers’ lesson delivery (mean = 12.75, standard deviation = 1.832) is higher than that of teachers’ classroom management (mean = 12.57, S.D = 1.986).
Discussion of Finding

Findings of the study analyzed and presented in Table 1, shows that there is no significant influence of supervision of teachers’ lesson plan on teachers’ teaching methods in Lagos State. This implies that although there is an impact of supervision of teachers’ lesson plan on teachers teaching methods, the impact is not significant. This means that supervision of teachers’ lesson plan is not responsible for poor teachers’ teaching methods in education district VI, Lagos state.

According to Ayeni (2011), teaching is a continuous process that involves bringing about desirable changes in learners through the use of appropriate methods. Adunola (2011) indicated that in order to bring desirable changes in students, teaching methods used by educators should be best for the subject matter. Furthermore, teaching methods work effectively mainly if they suit learners’ needs since every learner interprets and responds to questions in a unique way (Chang, 2010).

Therefore, it is concluded that non-supervision of teachers’ lesson plan is not responsible for poor teachers’ teaching methods. The observed poor teachers’ teaching methods are not the outcome of non-supervision of teachers’ lesson plan.

Presentation in Table 2 implies that there is no significant influence of teachers’ lesson delivery on teachers’ classroom management. This means that supervision of teachers’ lesson delivery is not responsible for poor teachers’ classroom management.

According to Greser (2014), successful classroom management enhances students questioning and exploration only if the learning environment is conducive. Again Kyriacou (2004) argues that though research on developing classroom expertise has expanded, research conducted with student teachers on classroom management reveals that student teachers still consider classroom management as a major concern. Further strengthen that recent research concentrated on knowledge, understanding, and skills regarding effective classroom teaching. Therefore, there is a need for research evidence on how to improve the quality of teaching, and an indication of why classroom management has assumed wonderful importance in recent years (Arends, 1994). Therefore poor teachers’ classroom management is not the outcome of non-supervision of teachers’ lesson delivery.

Based on the findings it can be concluded that supervision of teachers’ lesson delivery is not responsible for poor classroom management. The observed poor classroom management is not the outcome of non-supervision of teachers’ lesson delivery.

Conclusion

This study focused on the issue of poor supervision of instruction in Nigeria. This was assumed to be responsible for the poor teachers’ productivity, poor students’ academic performance, and poor teaching methods. It was found that there is no significant influence of supervision of instruction on the teachers’ lesson plan on teachers’ teaching methods.

It is therefore very important for the government to implement policies that will further encourage regular supervision of instruction in secondary schools in Nigeria. Federal Government should ensure teachers are well trained and qualified teachers should be allowed to teach in all educational sectors in the country. Instructional materials which teachers would need to carry out their assignment appropriately should be readily provided by the government.

Recommendations

Based on the findings of this study, the following recommendations have been made.
1. Since supervision of instruction is not responsible for poor teachers’ productivity, it should be sustained. The government should encourage further training and retraining of teachers for optimum productivity.

2. Teachers’ teaching process should not only be sustained but improved upon by training teachers on the 21st century methods of teaching process. School management should ensure that both internal and external training are organized frequently.

3. Supervision of teachers’ lesson delivery should be improved upon through regular upgrade of teachers’ knowledge via training, seminars, and workshops. Inspections of teachers should not be punitive, rather to aim at encouraging teachers and enforce compliance and discipline so that teaching and learning will not be hindered.

4. Federal Government through the Ministry of Education should always motivate the teachers with performance awards, praises, recognition, and an annual increment of salary to enhance their job performances.

References


