

**INTERNAL SUPERVISION AND TEACHERS' PRODUCTIVITY IN  
PUBLIC SECONDARY SCHOOLS IN ABAKALIKI EDUCATIONAL  
ZONE OF EBONYI STATE, NIGERIA**

**BY**

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## **Abstract**

This study was carried out to ascertain the influence of internal supervision in public secondary schools in Abakaliki Educational Zone of Ebonyi State. The problem that motivated the research to embark on the study was teacher's poor attitude to work and low productivity arising from student's poor academic performance in examinations. Three research questions and two hypothesis was poised to guide the study. The study adopted descriptive survey design, and the population was Two Thousand and Four Eight (2048) teachers from which four hundred (400) was selected as the sample with random sampling techniques. Data collected for the study was done using fifteen (15) items structured questionnaire in a likert 4-point scale for written response which was validated by the researcher colleagues in the college, Data were presented in tables analysed using Mean scores for analysing the research questions while  $\chi^2$  test was used to test the two hypothesis at 0.05 level of significance. The finding revealed that internal supervision of teachers helps in the promotion of teaching and learning and the study recommended that government should make definite and achievable educational policies that will guide all stakeholders in the supervision exercise and to provide the necessary facilities that will aid regular supervision of secondary schools.

## **Background to the Study**

In the contemporary education system, it is indisputable fact that instructional supervision whether internal or external plays significant roles for the attainment of broad goals of secondary education as clearly stated in the National policy on education (2014). In secondary school system for effective teaching and learning to take place, there is the need for thorough and effective supervision of instructional services delivery of classroom teacher by the school principals.

This study focused on internal supervisors and teachers productivity in public schools in Abakaliki Educational Zone of Ebonyi State. The National Policy on Education (2014) highlighted in precise terms the objectives of educational supervisors, which is to ensure quality control through regular inspection and continuous supervision of instructional and other educational services.

In the instructional leadership, instructional supervisor is one of the responsibilities of the school head-principal. According to Ogbonnaya and Enyi (2013) one of the roles of the secondary school principal is the supervision of instruction.

According to Nwosu in Ekebuike (2014) it stated that the supervisor's primary responsibility is to help teachers attain an appreciable level of professional competence and methodological effectiveness such that supervision is not too much seen as an efficient craft man in teaching but as an inspirer, a motivator and a leader in the social system whose distinguishing qualities enhance the ability to work with and through teachers for the achievement of educational objectives, all these are clear indications that it believes in the school heads – principal to always carryout thorough and effective instructional supervision on teachers for high

productivity, the thoroughness of teachers in teaching their subjects. However, the supervising roles of principals to teachers and students on instructional leadership in school system include:

- (a) Monitoring teacher's regularity to school and punctuality to classroom.
- (b) Checking the up to datedness and adequacy of the prepared and used lesson notes of teachers in teaching students.
- (c) Checking the topic being taught and teaching methodology applied if it's appropriate and suitable.
- (d) Checking the level of teacher's coverage of their scheme of work for the term.
- (e) Checking the instructional materials and aids being used if they are suitable, appropriate and relevant.
- (f) Checking the classroom environment to ascertain their level of control and management for conduciveness for teaching and learning.
- (g) Checking the extent of utilization of time allocated to teacher for each subject.
- (h) Checking the quality of assignment and tests given to students and the way and manner they are administered or conducted.

Ojelabi in Ekebuike (2014) defined that supervising is a critical examination and the subsequent evaluation of a school as a designated place of learning so as to make it possible for necessary advice to be given for the purpose of improving the school. It therefore, follows that supervision is an integral part of the education system, geared towards fine tuning the teaching/learning process with a view to invariably improving upon lesson, presentation and learning process.

## **Statement of the Problem**

It has been observed in recent times in public secondary schools in Abakaliki Education zone that teacher's productivity has not been encouraging and satisfactory comparing the expectation and set standards. Some teachers show apathy and exhibit indifferent attitude to the discharge of their duties. They do not carry out their instructional services delivery effectively as manifested in their habit of not being regular in attending schools and punctual to classes. There have been series of complaints about teacher's absenteeism and lateness to work and their high level display of impunity and flagrant disregard for school rules and regulations. They do not make use of lesson notes to teach students, if at all they do the lesson notes may not always apply the appropriate teaching methodology, use suitable instructional materials and aids, cover their scheme of work for the term, ensure effective classroom management, make full utilization of the time allocated to them conduct and administer quality test and assignments for the students, deliver thoroughly their lessons and monitor students behaviour these teachers poor attitude to work have drastically affected their productivity and performance as manifested in students poor academic performance and anti-social behaviour. This unhealthy situation in teaching and learning process have continued to generate services concern to all the stakeholders in the education system. It is against this backdrop that the researcher was motivated to embark on this study to investigate the factors responsible for the lukewarm attitude to work. However, the problem of this study put in a question is: what strategies can be put in place to improve teacher's productivity in public secondary schools in Abakaliki Education Zone of Ebonyi State.

## **Scope of the Study**

The study focused on the influence of internal supervision on teachers productivity in public secondary schools in Abakaliki Educational Zone of Ebonyi State. It covered the independent variables of the study which include teachers' attitude towards attendance to school and class, quality lesson notes, used by the teachers and coverage of scheme of work and classroom management.

### **Purpose of the Study**

The general purpose of this study was to find out the influence of internal supervisors on teachers productivity in public secondary schools in Abakaliki Educational Zone. The study specifically aimed at: Investigating the influence of internal supervision of teacher attitude towards attendance to school and class.

- Finding out the influence of internal supervision on teacher in quality of lesson notes used by teacher in teaching and learning process.
- Investigating the influence of internal supervision of teacher on teacher's coverage of the scheme of work.
- Ascertaining the influence of internal supervision of teacher's on teacher's classroom management.

### **Justification of the Study**

The result of the study will be of immense benefit to principals, teachers, students, government agencies and other institutions that are in one way or the other involved in educational supervision and inspection and strengthen the teachers as awakening point which enables them to carry out their duties accordingly.

The ministry of education, the Secondary Education Management Board who are responsible for supervision and inspection of secondary education, and other strategies that will enhance teaching and learning at these levels of education.

The perceived success of supervision of teacher in secondary education, will help to remove all the bottle needs that has 'hitherto' brought the falling standard of secondary education and indeed improve the development of Secondary school Education in Abakaliki Education Zone of Ebonyi State and Nigeria in general.

### **Research Questions**

To carry out the research, the following research questions were posed to guide the study:

- To what extent does internal supervision of teachers influence teacher's attitude towards attendance to school and class?
- To what extent does internal supervision of teachers influence the quality of lesson notes used by teachers for teaching of students?
- To what extent does internal supervision of teachers influence teacher's classroom management?

### **Research Hypotheses:**

Based on the objectives of the study, the following null hypothesis were formulated and tested at 0.05 level of significance.

**HO1:** There is no significant difference between the mean rating scores of male and female teachers on the influence of internal supervision of teachers on teachers attitude towards attendance to school and class  $p < 0.05$ .

**HO2:** There is no significant difference between the mean rating scores of male and female teachers on the influence of internal supervision on teachers classroom management  $p < 0.05$ .

## **Review of Related Literature**

The review of related literature of this work is divided under the following subheadings: conceptual framework, theoretical framework, empirical studies and summary of the literature reviewed.

### **Conceptual Framework**

Supervision is one of the critical areas of school administration and it is indeed a very complete activity which is subject to various analyses. According to Okeke and Uwazurike (2014) it is the objective and identifiable professional advice given to teachers in the form of individuals, specific suggestions for the painstaking assistance in student's diagnosis and evaluation. Supervision can be said as activities directed towards teachers for stimulating professional skills and competence in the teacher as a means of promoting instructional effectiveness.

This underscores the fact that supervision is carried out by someone which aims at promoting the productivity and effectiveness of the teachers in the educational system. It is based on this fact that Nwaogu in Ekebuike (2014) stated that it is the process of guiding directing and controlling teachers so as to improve their quality of work. It is against this background that the primary goal of supervision is to help teachers to attain an appreciable level of professional competence and skills in teaching and classroom management. Ezeocha (2003) posited that supervision is a process of guiding, directing, stimulating growth with the overall view of improving teaching and learning. It is a mechanism through which the goals of education are achieved as it enhances the growth of educational system generally.

Nwaoku (2015) maintained that supervision generally are all the efforts of designated school officials directed towards providing leadership to teachers and other educational workers in the improvement of instruction, which involves the



stimulation of professional growth and development of teachers, the selection and revision of educational objectives and the evaluation of instructions.

Nwosu (2008) maintains that supervision as the development of different strategies in education delivery such that help is gotten from the supervision in directing, guiding, stimulating, reviewing materials and techniques to be used in teaching and learning to enhance educational development.

Aiyepoku (2010) in the same vein sees supervision as the participatory professional management of instructional process in the school towards the end of professional efficiency and effectiveness relative to the predetermined learning outcome for the students and therefore, it can be deduced that modern supervision focuses on improving student learning through improving instructional process.

### **Theoretical Framework**

The theoretical framework used in this research is the **system theory** put forward by Butallanty and David Estein in the 1930, which sees the school as a social system that is made up of inter-related parts which include, the teachers, the students, the community, the Nation, the non academic staff among others, and these interrelated parts join in the production of competent students as the parts are assembled together to form a whole.

According to Peretomode (2001) sees the school as a social system with a plurality of individual actors interacting with each other in a situation which has physical or environmental aspects and this underscores the fact that a social system involves individuals interacting among themselves in a particular environment to achieve a set goals and objectives. He further sees a social system as aggregation of individual and institution organization located in various degrees of interdependence as a permanently organized under a social order. It is based on

this definition that Peretomode (2001) asserted that the following characteristics are unique to a social system:

- Consist of people
- That these people are purposive interact
- That there interactions are interdependence
- That the pattern of independence is formed into situation to lead to result as expected by the organization.

### **Empirical Study**

Uchendu (2002) carried out a research on assessment of supervisory activities in secondary school in Aba Educational Zone of Abia State, the research observed that despite the provision of facilities in schools for teaching and learning, it was discovered that teachers do not make use of those facilities provided that should enhance teaching and learning in public secondary schools which leads to fallen standard of education in Abia State and Nigeria, the study recommend that teachers who are the spot head should be supervised regularly to ensure that the aims and goals for which the school was established is maintained and the standard upgraded.

### **Summary of Literature Reviewed**

The relevance of supervision towards the success of educational sector was revealed in numerous works by the authors and theorist. The study revealed that supervisions help to achieve educational goals. It was based on these frameworks that many authors viewed supervision as a guide towards educational achievement in Secondary Schools.

It was also observed that the facilities which are provided by the educational authorities are not been used by the teachers which hinder educational development and teachers if unsupervised will derail from carrying out their duties accordingly and these will hinder educational development.

## **Research Methodology**

### **Research Design:**

The study will employ descriptive survey research design which is aimed at analyzing the issues involved in internal supervision and secondary school teachers productivity in Abakaliki Education Zone, the design was selected because it will help to gather necessary information and data will be appropriate to the study.

### **Area of the study**

The Area of the study will be Abakaliki Educational Zone of Ebonyi State which is known as Ebonyi Central Zone and the academic area will be was the internal supervision and teacher's productivity in public secondary school in the zone.

### **Population of the study:**

The population of the study will be two thousand and forty eight (2048) which comprises of both male and female teachers in the public secondary schools in Abakaliki Education Zone of Ebonyi State.

### **Sample and Sampling Technique**

The sample for the study will be four hundred 400 teachers in Abakaliki Education zone of Ebonyi State which will gotten through random sampling technique which will give every respondent equal chance of being selected.

### **Instrument for Data Collection:**

The instrument will be used for data collection for the study will be 20 – item structured questionnaire in internal supervision and teachers productivity (ISTPQ) to be constructed by the researcher based on questionnaire that will be divided into two sections, A and B.

A contains personal data while B section will contain the investigative questions posed to the respondents. The questionnaire will be modified on a 4- point scale for rating the responses of the respondents. The questionnaire items will be grouped into four clusters of five items in each cluster. It will be rated thus:

- |                            |          |
|----------------------------|----------|
| 1. Very great Extent (VGE) | 4 points |
| 2. Great extent (GE)       | 3 points |
| 3. Little extent (LE)      | 2 points |
| 4. No extent (NE)          | 1 point  |

Therefore, in analysing the responses of the respondents any item with mean of 2.5 and above is accepted while any item with mean below 2.5 is registered.

### **Validation of the instrument**

The researcher's colleagues in the Department of Political Science and two colleagues in the Department of Education, foundation will be involved in the vetting to ensure content and face validity of the instrument and their inputs will be used to produce the final of the questionnaire.

### **Reliability of the instrument**

A draft of the instrument will be administered to 20 persons outside the research state, and their responses will be collated and analyzed with Crombach alpha technique and will be re-administered to the same group after two weeks interval and the result will be collated and analyzed and the result will be used for the reliability of the instrument.

### **Method of Data Collection:**

The questionnaire will be administered by the researcher himself with the assistance of two research assistants who will be trained on the importance of the questionnaire and will be collected after the respondent might have finished answering the research questions.

However, the total of four hundred (400) copies of the questionnaire will be administered to the respondents which will provide data to be used for the study.

### **Method of Data Analyzing**

The data to be collected will be presented in tables and mean score will be used to answer the research question while  $Z$  – test will be used to test the hypotheses at 0.05 level of significance and a criteria of 2.5 and above will be accepted while score below 2.5 will be rejected in the questionnaire.

### **Data Presentation and Analysis of Results**

The presentation and analysis of Results were done separately for respective research question and consequently the hypotheses that were used.

#### **Research Question one**

To what extent does internal supervision of teachers influence teacher's attitude towards attendance to school and class?

**Table 1:** the table below presents the responses of the respondents to the internal supervision of teachers on teacher's attitude towards attendance to school and class.

S/N	Items	VGE	GE	LE	NE	Total	Mean x	Decision (R/A)
1	internal supervision of teachers makes them to be regular to school	400	600	140	10	1170	2.93	A
2	supervision of teachers makes them to be punctual to class	300	615	200	-	1175	2.94	A
3	Internal supervision of teachers discourages them from giving flimsy and frivolous excuse	480	540	150	25	1195	2.99	A
4	Internal supervision of teachers makes them to avoid being issued query for lateness to work or absenteeism from work	800	300	100	50	1250	3.13	A
5	Internal supervision of teachers makes them to eschew falling victim to rule outline syndrome in the attendance register	600	450	150	25	1225	3.06	A
	Cluster mean						3.01	A

Note: R = Rejected, A = Accepted

The result of the data analysis presented in table 1: shows that internal supervision of teachers has positive influence on teacher's attitude towards attendance to school and class. This was observed from the cluster mean which had a value of 3.01 from the table, internal supervision of teachers makes them to be regular to school has a mean score of 2.93 and was accepted. Internal supervision of teachers makes them to be punctual to class has a mean score of 2.94 and was accepted. Internal supervision of teachers discourages them from giving flimsy and frivolous excuse had a mean score of 2.99 and was accepted. Internal supervision of teachers makes them to avoid being issued query for lateness to work or absenteeism from work has a mean score of 3.13 and was accepted. Internal supervision of teachers makes them to eschew falling victim to rule outline syndrome in the attendance register and has a mean score of 3.06 and was accepted

### **Research Question Two:**

To what extent does internal supervision of teachers influence the quality of lesson notes used by the teachers for teaching students?

**Table 2:** shown in the table below are the respondents responses to the influence of internal supervision of teachers on quality of lesson notes used by the teachers for teaching students.

S/N	Items	VGE	GE	LE	NE	Total	Mean x	Decision (R/A)
6	internal supervision of teachers enables teachers to make use of adequate and update lesson notes for teaching students	360	600	200	10	1170	2.93	A
7	Internal supervision helps	380	570	200	15	1165	2.91	A

	teachers to use full time allocated to them for each period							
8	Internal supervision discourages teachers from loitering and meandering about during official working hours	320	585	220	15	1140	2.85	A
9	Internal supervision makes teachers and students to be effective in the class	372	570	184	21	1147	2.87	A
10	internal supervision makes teachers to prepare well before going to class for teaching	279	450	198	21	999	2.50	A
	Cluster mean						2.81	A

Note: R= Rejected, A=Accepted

Result of data analysis presented in table 2: above shows that internal supervision of teachers has greater influence on the quality of lesson notes used by the teachers in teaching and learning process. This was observed from the cluster mean which had a value of 2.81, from the table internal supervision of teachers enables teachers to make use of adequate and update lesson notes for teaching students had a mean score of 2.93 and was accepted. Internal supervision of teachers makes teachers to utilize full time allocated to them for each period of teaching had mean score of 2.91 and was accepted. Internal supervision discourages teachers from loitering and meandering about during official working hours has mean score of 2.85 and was accepted. Internal supervision makes teachers and students to be effective in



the class had a mean score of 2.87 and was accepted while internal supervision makes teachers to prepare well before going to class for teaching had a mean score of 2.50 and was accepted.

### Research Question 3

To what extent does internal supervision of teachers influence teacher's classroom management?

**Table 3:** shown in the table below are the responses of the respondents to the influence of internal supervision of teachers on teacher's classroom management.

S/N	Items	VGE	GE	LE	NE	Total	Mean x	Decision (R/A)
11	internal supervision makes teachers to ensure high level of discipline among students	388	519	260	-	1167	2.92	A
12	Internal supervision makes teachers to always want their students to adhere high academic performance	480	600	120	20	1220	3.05	A
13	Internal supervision makes teachers to work had to attribute students success to themselves	380	468	200	49	1097	2.74	A
14	internal supervision makes teachers to ensure that students are concentrated and focus on their studies	440	600	160	10	1210	3.03	A
15	internal supervision makes teachers to work had to claim	380	570	200	15	1165	2.91	A

	that they are the ones building up students							
	Cluster mean						2.79	A

Results of the data analysis in the table 3: above shows the respondents agreed to a greater extent that internal supervision of teachers had positive influence on teacher's classroom management. This was observed from the cluster mean which had a value of 2.97, from the table internal supervision makes teachers to ensure high level of discipline among students had a mean score of 2.92 and was accepted. Internal supervision makes teachers to always want their students to have high performance academically had a mean score of 3.05 and was accepted. Internal supervision makes teachers to work had to attribute students success to themselves had a mean score of 2.74 and was accepted, and internal supervision makes teachers to ensure that students are coordinated and focus on their studies has a mean score of 3.03 and was accepted while internal supervision makes teachers to work had to claim that they are the ones building up students had a mean score of 2.91 and was accepted.

**Research Hypothesis:**

**Hypothesis One:**

There is no significant different between the mean rating score of male and female teachers on the influence of internal supervision of teachers on teacher's attitude towards attendance to school and class ( $P < 0.05$ )

**Table 4:** Research of Hypothesis Tested on the influence of internal supervision of teachers on the quality of lesson notes used by the teacher for teaching students

Source	N	$\bar{X}$	SD	DF	P	tcall	Tcrit	Decision
Male teachers	120	2.66	0.13	398	<0.05	1.44	1.96	Do not reject HO 1
Female teachers	280	2.68	0.12					

The result of the hypothesis test, presented above in table 4 above shows that there is no significant different between the mean rating score of male and female teachers on the influence of internal supervision of teachers on the quality of lesson notes used by the teachers in teaching and learning, this was observed from the calculated t of 1.44 which is less than the critical t 1.96, the degree of freedom was 398 while the probability level was 0.05 since the calculated t was less than the critical t, the null hypothesis was not rejected.

### **Hypothesis Two:**

There is no significant different between the mean rating score of male and female teachers on the influence of internal supervision of teachers on the quality of lesson notes used by the teachers for teaching students  $P < 0.05$

**Table 5:** Result of Hypothesis tested on the influence of internal supervision of teachers on the quality of lesson notes used by the teachers for teaching students.

Source	N	$\bar{X}$	SD	DF	P	tcall	Tcrit	Decision
Male teachers	120	2.66	0.13	398	<0.05	1.44	1.96	Do not reject

Female teachers	280	2.68	0.12					HO 1
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Result of the hypothesis test presented in table 5 above shows that there is no significant difference between the mean rating score of male and female teachers on the influence of internal supervision on teachers on the quality of lesson notes used by the teachers on teaching and learning. This was observed from the calculated  $t$  of 1.44 which is less than the critical  $t$  of 1.96, the degree of freedom was 398, while the probability level was 0.05, since the calculated  $t$  was less than the critical  $t$  the null hypothesis was not rejected.

### **Summary of Findings:**

From the study, the following findings were made:

1. respondents agreed to a great extent that internal supervision brings about improvement on teacher's productivity
2. Teachers discipline of students has a great influence on the internal supervision
3. Internal supervision contributes positively to teachers enhancement of students academic performance
4. Internal supervision contributes to teachers regularity to school and punctuality to class

Based on the finding of the research, it has therefore revealed that internal supervision is very important in achieving the organizational goals of the secondary school system.

## **Discussion on findings**

The study shows that supervision helps to improve the productivity of secondary school teachers and the overall administration of secondary schools in Abakaliki Educational Zone of Ebonyi State, thus these underscores the fact that supervision is a strong instruments in the administration of secondary school system.

The secondary school is a formal establishment with the principal at the helm of affairs; it is on the principal that the success or failure of supervision relies on. This study discovered that supervision helps in enhancing the productivity of teachers in secondary schools in Abakaliki Educational Zone of Ebonyi State

## **Conclusion**

Based on this study: the following conclusion were drawn

1. Classroom teachers are still conceives of the fact that students discipline is still part of their statutory functions
2. Teachers are still responsible for students academic performance
3. Government agencies in education system are responsible for the promotion of effective instructional supervision in public secondary schools.

## **Recommendations**

From the findings of the study, the following recommendations were made.

1. Government should provide necessary facilities and motivation for regular supervision of the secondary schools.

2. Government should establish definite and achievable supervisory policies that will recognise all elements involved in supervision in secondary schools
3. Supervisor should be properly trained to expose them to new approach towards supervision
4. Principals should as a matter of fact organise regular internal supervisions in the schools

Teachers should be allowed to attend workshops, seminar and capacity building programmes

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