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**EDUCATIONAL SUPERVISION AND SECONDARY SCHOOL TEACHER PRODUCTIVITY IN EKITI STATE, NIGERIA**

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**Abstract**

*The study examined the relationship between educational supervision and secondary school teachers' Productivity in Ekiti State. The study examined the level of educational supervision and level of teachers' productivity in secondary schools. The study adopted a descriptive research design of the survey type. The population consisted of all principals and teachers in the public secondary schools in Ekiti State. The sample for the study consisted of 600 teachers and 30 Principals from 30 public secondary schools in Ekiti State. The sample was selected using multistage sampling procedure involving simple random sampling, stratified and purposive sampling techniques. Two self-designed research instruments tagged "Educational Supervision Questionnaire" (ESQ) and "Teachers' Productivity Questionnaire" (TPQ) were used to collect relevant data for the study. The face and content validity of the instruments were determined by experts in Educational Management and Tests and Measurement. The reliability of the instruments were determined through the test-retest method. A reliability co-efficient of 0.83 was obtained for ESQ while 0.81 was obtained for TPQ. The instruments were considered to be reliable for the study. The data collected were analyzed using descriptive and inferential statistics. The study revealed that the level of educational supervision was low, while the level of teachers' productivity was moderate. It was also revealed that educational supervision was significantly related to teachers' productivity. It was recommended, among others, that school principals should always give useful suggestions to teachers as regards the best teaching method.*

**Key words:** Education, Supervision, Teacher productivity, Educational supervision

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**Introduction**

The attainment of laudable goals of secondary school education hinges on teachers' productivity which is the reflection of their effectiveness and efficiency in curriculum planning, curriculum delivery, resource utilization, classroom management, assessment of students' learning activities and record keeping. Oguntoye (2002) posited that, the success of any school in achieving its goals and objectives depends on the efficiency and effectiveness of its administrator and teachers. In spite of the efforts made by government and various organizations, the productivity of the teachers in

secondary schools is still perceived to be below expectations. Experience has shown that some of the secondary school graduates are finding it hard to successfully compete favorably with other graduates, in the labour market and in gaining admission to higher institutions.

The results of Senior School Certificate Examination by West African Examination Council have shown that all is not well with the teachers' productivity. The performance of many candidates fell below the average of 40.6 per cent which was in itself a poor performance. The performance of



students in SSCE has consistently been oscillating between 38.93% in 2011 and 45.52% in 2013. WAEC's result of May/June 2014 put the percentage at 31.28 that is 1.6 million candidates wrote the examinations and just about 500,000 passed five subjects including English Language and Mathematics. [Vanguard, August 2014].

In Nigeria, many people complain about the gross departure from the objectives of secondary schools in the country. The major thrust of such public criticisms has to do with the perceived falling standard of secondary school education and thus the urgent need to redress the situation to avoid further deterioration. An observation shows that low productivity of secondary school teachers may have been as a result of inadequate effective supervision such as classroom visitation, external inspection and micro teaching.

Teachers' productivity is concerned with the overall effectiveness and efficiency of getting things done. It is essentially a measure of how well an organization converts resources into goods and services. It appears that the rate of getting things done by teachers is not as effective and efficient as expected. The economic situation of the country has made teachers to combine other businesses with teaching, thus affecting their productivity in the school. Some teachers who would have been very productive in the school seem to be distracted by other businesses they engage in which in turn consume most of their official time.

It was observed that some teachers consider themselves as birds of passage within the teaching career. In effect they lack commitment and are not ready to be productive; knowing fully well that there seems to be inadequate effective supervision of the secondary schools. It appears that most of these teachers are merely staying on the job to look for better

jobs elsewhere. Observation shows that the attitudes associated with unproductive teachers to include: absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and indiscipline. Recently, Igwe, Uzoka and Rufai (2013) lamented on the hues and cries of the populace over the continuous poor productivity of teachers in Nigeria.

It is important that staff productivity are constantly monitored and reviewed for it to be abreast with changes and developments. Today, supervision appears to be sporadic and quite often, serves as a token activity that is unable to achieve the objectives for which it is intended. Supervision is then seen as a control mechanism which has the task of correcting the activities of individuals and groups to ensure that their productivity is in accordance with plans. Plans must be made but in most cases might not be achieved unless activities are monitored, and deviation from plans identified and corrected as soon as they become apparent.

An effective supervision seems to be a prerequisite for productivity. This calls for supervision of teachers in secondary schools. Supervision according to Modebelu (2008) is a process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational institution. From this definition, it appears that supervision brings about the maximum development of the teacher into the most professionally efficient and productive person he is capable of becoming. Walker (2016) on the other hand sees supervision as a task of improving instruction through regular monitoring of teachers. Arogundade (2009) defined supervision as a behaviour formally provided by the organization for the purpose of directly influencing teaching behaviour in a such a way as to improve students' learning.



In educational supervision, the supervisor guides and assists the teachers to meet the set targets. No wonder, Mecgley (2015) opined that the major function of the supervisor is to assist others to become productive, efficient and effective in the performance of the assigned duties. The perceived functions of supervision according to the researcher include: making classroom visits, supervising heads of departments and teachers by checking their scheme of work and lesson notes, check mating teachers' classroom attendance, checking absenteeism and rewarding hardworking teachers and punishing indolent ones by assigning administrative duties to them as means of encouraging them to do the right things at the right time.

Educational supervision is not a unidimensional concept. It is not the concern of superiors, principals, teachers, ministry officials alone. It arises from collaborative activities between a designated leader and the led. Indeed, there could be no supervision if there are no people to be led. Supervision provides a basis for an effective dissemination of concrete and constructive educational advice and ideas to ensure minimum desirable standards (Arogundade, 2008). The researcher identified two types of supervision as internal and external supervision. Internal supervision is carried out by the school administrators (principal/vice principal/head of department, including the students' executives), while government and delegated agents conduct the external supervision. Supervision of school is handled by the Ministry of Education and school management (Principal, Vice principal and Head of departments) in Ekiti state for monitoring, assessment and evaluation of the educational system geared towards meaningful effort to ensure professional development and productivity of teachers. Considering the importance of supervision in the education sector, Ogunsaju (2004) contended that supervision is the stimulation of professional growth and productivity of teachers, a selection

and revision of educational objectives, materials of instruction, methods of teaching and the evaluation of instruction.

Consequently, educational supervision should not be an exercise geared towards fault finding, nailing or condemning of teachers as was the earlier notion of some Nigerian teachers. Instead, it should be an effort that helps to improve teachers' productivity in teaching and learning process. Bailey (2006) characterized educational supervision as a technical process which seeks at improving teaching and learning through the care, guidance and stimulation of continued development for not only teachers but also any other person having an impact on the education context. Jacob and Lefgren (2006) found a positive correlation between a principal's assessment of how effective a teacher is at raising students' achievement and that teacher's success in doing so as measured by the value-added approach. In essence, educational supervision in addition to propelling teachers' productivity appears to also act as a problem solving device in secondary education. Based on the foregoing this paper investigated educational supervision and teachers' productivity in public secondary school schools in Ekiti state, Nigeria.

#### **Purpose of the study**

The study examined the relationship between educational supervision and secondary school teachers' productivity in Ekiti State. The study also examined the level of educational supervision and level of teachers' productivity.

#### **Research Questions**

The following research questions have been raised in the study:

- i. What is the level of educational supervision in secondary schools in Ekiti State?



- ii. What is the level of secondary school teachers' productivity in Ekiti State?

### Research Hypothesis

The following research hypothesis have been formulated in the study:

- i. There is no significant relationship between educational supervision and secondary school teacher's productivity in Ekiti State?

### Methodology

The descriptive research of the survey type was adopted for the study. The population of the study consisted of 203 public secondary school with 203 principals and 7573 teachers in Ekiti State, Nigeria as at the time of the study. The sample of the study consisted of 600 teachers and 30 principals from 30 public secondary schools in Ekiti State. The sample was selected using multi stage sampling procedure.

Two self-designed research instruments tagged "Educational Supervision Questionnaire" (ESQ) and "Teachers' Productivity Questionnaire" (TPQ) were used to collect relevant data for the study. The face and content validity procedures were ensured by the experts in Educational Management to ascertain the appropriateness and representation of contents in measuring what is supposed to measure. Test retest method of reliability was used, to determine the reliability of the instruments. A co-efficient value of 0.83 was obtained for ESQ, while 0.81 was obtained for TPQ. Both co-efficient values obtained were considered statistically high to make the instruments reliable. Both descriptive and inferential statistical tools were used for data analysis. The hypothesis formulated was tested at 0.05 level of significance.

### Results

**Research Question 1:** What is the level of educational supervision in secondary schools in Ekiti State?

In answering the question, respondents' scores on educational supervision in secondary schools in Ekiti State were used. Frequency counts, percentages, mean and standard deviation scores were used to illustrate the responses to items 1 - 30 in section B of Educational Supervision Questionnaire (ESQ). To determine the level of educational supervision (low, moderate and high), the mean score and standard deviation of the responses were used.

The low level of educational supervision was determined by subtracting the standard deviation from the mean score ( $61.00 - 3.37 = 57.63$ ). The moderate level of educational supervision was determined by the mean score (61.00) while the high level of educational supervision was determined by adding the mean score and standard deviation ( $61.00 + 3.37 = 64.37$ ). Therefore, low level of educational supervision starts from 30.00 to 57.63, the moderate level start from 57.64 to 64.36 and the high level of educational supervision is from 64.37 to 120.00. The levels of educational supervision in secondary schools is presented in table 1 and figure 1.



**Table 1:** Level of Educational Supervision in Secondary Schools in Ekiti State

Level of educational supervision	Frequency	Percentage
Low (30.00 - 57.63)	359	59.83
Moderate (57.64 - 64.36)	203	33.83
High (64.37 - 120.00)	38	6.33
<b>Total</b>	<b>600</b>	<b>100</b>

Table 1 revealed the level of educational supervision in secondary schools in Ekiti State. The result showed that out of 359 respondents, representing 59.83 percent, agreed that there was low level of educational supervision. Those who agreed that educational supervision is at moderate level were 203 respondents representing 33.83 percent while only 38 respondents representing 6.33 percent agreed that educational supervision was high. This showed that the level of educational supervision in secondary schools was low.

**Research Question 2:** What is the level of secondary school teachers' productivity in Ekiti State?

In answering the question, respondents' scores on secondary school teachers' productivity were used. Frequency counts, percentages, mean and standard deviation scores were used to illustrate the responses to items 1 - 20 in section B of Teachers' Productivity Questionnaire (TPQ). To determine the levels of teachers' productivity (low, moderate and high), the mean score and standard deviation of the responses were used.

The low level of teachers' productivity was determined by subtracting the standard deviation from the mean score ( $64.90 - 4.62 = 60.28$ ). The moderate level of teachers' productivity was determined by the mean score (64.90) while the high level of teachers' productivity was determined by adding the mean

score and standard deviation ( $64.90 + 4.62 = 69.52$ ). Therefore, low level of teachers' productivity starts from 20.00 to 60.28, the moderate level start from 60.29 to 69.51 and the high level of teachers' productivity is from 69.52 to 100.00. The level of teachers' productivity in secondary schools is presented in table 2.

**Table 2:** Level of Teachers' Productivity in Secondary Schools in Ekiti State

Level of teachers' productivity	Frequency	Percentage
Low (20.00 - 60.28)	47	7.83
Moderate (60.29 - 69.51)	452	75.33
High (69.52 - 100.00)	101	16.83
<b>Total</b>	<b>600</b>	<b>100</b>

Table 2 revealed the levels of teachers' productivity in secondary schools in Ekiti State. The result showed that out of 600 teachers in 30 schools, 47 teachers, representing 7.83 percent, had low level of productivity while 452 teachers, representing 75.33 percent, had moderate level of productivity and 101 teachers representing 16.83 percent had high level of productivity. This showed that the level of teachers' productivity in secondary schools was moderate.

#### Testing of Hypothesis

The null hypothesis was tested at 0.05 level of significance

**Hypothesis 1:** There is no significant relationship between educational supervision and secondary school teachers' productivity in Ekiti State.

In testing of hypothesis, data on educational supervision were collected from the responses of the respondents to items under Section B of ESQ (item 1 - 30) in the questionnaire. Data on teachers' productivity were collected



from the responses of the respondents to items under Section B of TPQ (item 1 - 20) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 level. The result is presented in Table 3.

**Table 3:** Relationship between educational supervision and teachers' productivity

Variables	No of Schools	Mean	Standard Dev	r-cal	r-tab
Educationa l Supervisio n	30	61.0 0	3.37	0.582 *	0.36 1
Teachers' Productivi ty	30	64.9 0	4.62		

\*P<0.05



Table 3 showed  $r$ -cal (0.582) is greater than  $r$ -table (0.361) at 0.05 level of significance. The null hypothesis is rejected. This implies that there was significant relationship between educational supervision and secondary school teacher productivity in Ekiti State. Hence, educational supervision is related with secondary school teachers' productivity. The relationship between educational supervision and teachers' productivity was positive and moderate.

### Discussion of the Findings

The study revealed that the level of educational supervision in Ekiti State secondary schools was low. The probable reason why the level of educational supervision is low might be due to other administrative functions that school principals needed to attend to. The study also revealed that the level of teachers' productivity in Ekiti State secondary school was moderate. The probable reason why teachers' productivity is moderate some teachers have developed the habits of working efficiently without been supervised. The finding supports the conclusion of Jacob and Lefgreen (2006) that teachers' productivity was above average but it contradicted the findings of Igwe, Uzoka and Rufai (2013) who concluded in their study that teachers' productivity was poor in Nigeria.

The study revealed a significant relationship between educational supervision and teachers' productivity. The probable reason for this finding could be because of the important role of educational supervision in teaching-learning process as it may be difficult to achieve school objectives without proper supervision. The implication of this finding is that teachers' productivity will be high if educational supervision is given topmost priority.

### Conclusion and Recommendation

This study concluded that educational supervision was inadequate while the

teachers' productivity was on average. It was also concluded that educational supervision is critical to teachers' productivity. Based on the findings, it was recommended that the Ministry of Education, as one of the supervisory agents in the education industry should ensure that visitation made to all schools are not witch-hunting process but an avenue to listen to teachers' complaints with a view of preferring on-the-spot solutions where possible.

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