



PRINCIPAL SUPERVISION AS CORRELATES OF TEACHERS' PRODUCTIVITY IN KWARA STATE

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Abstract: The investigation delved into the correlation existing between the supervision provided by principals and the productivity of teachers in Secondary Schools situated in Kwara State. The research design employed was of a descriptive survey nature. In terms of scope, the population encompassed all 243 principals and 5,460 teachers within the Kwara State, Nigeria post. To ensure a manageable sample size, 600 teachers and 30 principals from a total of 30 public secondary schools in Kwara State were selected for participation in the study. The process of sample selection followed a meticulous Multi-stage sampling procedure to guarantee representation across different settings. "Principal Supervision Questionnaire (PSQ)" and the "Teacher Productivity Questionnaire (TPQ)" were used to gather pertinent information. These instruments underwent validation process conducted by specialist in Educational Management to ensure their reliability and effectiveness. Through the employment of the test re-test method, PSQ and TPQ exhibited favorable reliability coefficients of 0.79 and 0.85 respectively, indicating their consistency in measuring the intended variables. The data analysis entailed the application of inferential statistics at 0.05 level of significance. The outcomes of the study unveiled a statistically significant association between the level of principal supervision and the resulting productivity of teachers within the school environment. The study ultimately showed that the efficacy of principals' supervision directly influences the productivity levels of teachers. It is thus advised that principals should prioritize the establishment of conflict resolution mechanisms within schools to facilitate swift and effective conflict resolution processes whenever the need arises.

Keywords: Principal, Supervision, Teacher, Productivity.

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INTRODUCTION

Primarily, the agent of transformation both politically and economically is education. Around the world, various people have varied ideas on what education is. To some, being able to read, write, and reproduce constitutes education. Some see it as a set of lessons that helps someone become an effective member of their community. On the other hand, education is defined as the means by which socially acceptable information, abilities, perspectives, and values are passed down from person to person using a predetermined methodology (Oladosu, 2010).

Secondary education is the gate way to tertiary institution. The aims of secondary education as spelt out by the highest level of authority in National policy on Education (2014) are "training for helpful livelihood in the society and training for higher education. Certain secondary-level instructors don't seem to put in a lot of work in the classroom. It been reported that some instructors don't take their duties seriously, while others don't appear to be particularly motivated or concerned about their pupils'

progress reports. Some educators don't want to devote more time to their students, employ the most effective teaching strategies, provide high-quality learning resources, or assist students with their personal and academic issues.. For education to achieve the goals and the objectives it is meant to achieve, the teachers must be highly productive. One way to characterize teacher productivity is as increased efficiency and increased student-giving. There are problems with the productivity of teachers. The factors that impact an individual's or teacher's degree of productivity on the job include their attitude and aptitude for the task, their level of motivation, the HR rules in place, and their professional atmosphere. These factors function in concert and simultaneously (Peter, 2012).

Observation indicates that the level of effectiveness exhibited by instructors in public high schools in Kwara State is not as high as anticipated. It appears that certain teachers have displayed a somewhat indifferent demeanor, lack of dedication, apparent passivity, demonstration of disloyalty, and a seeming lack

of concern for the welfare of their students. Additionally, some educators have been found to neglect their teaching responsibilities within the school premises in favor of focusing on other ventures that promise immediate financial returns. Conversely, the decrease in teachers' efficiency in secondary educational institutions can be interpreted as a clear sign of the inadequacy of supervision by school principals.

Unfortunately, there is diminishing in the productivity of the teachers in government-owned high schools as it was noted, one marvels perhaps, inefficiency and the unimpressive academic output of learners is not caused by lack of principals' supervision as the schools are all about. Otherwise, academic unimpressive job output culminated from failure of the school administrator to discharge the statutory responsibility of supervising instructional activities of the school. Supervision in the educational institution like high school is the statutory duty of the principal as the chief administrator. The researchers assumed that, school administrators duties should be discharged as expected for the teachers' job outcome to be on the high side.

Modelu (2008) provided a comprehensive definition of supervision, portraying it as a multifaceted approach aimed at providing support, guidance, motivation, and intrigue to educators with the goal of enhancing the learning and teaching processes within educational institutions. This depiction underscores the pivotal role that supervision plays in transforming teachers into highly effective, skilled professionals capable of maximizing their potential. Furthermore, Walker (2016) characterized supervision as a critical task focused on enhancing instruction by consistently monitoring teachers' performance. Additionally, Arogundade (2009) defined supervision as a proactive behavior traditionally undertaken by organizations to directly influence teaching practices in a manner that elevates students' educational outcomes.

In a related study, Arogundade, Aladejebi, and Afolabi (2018) delved into the correlation between educational supervision and the productivity of secondary school teachers in Ekiti State. Their findings illuminated a significant association between the quality of supervision and teachers' overall productivity. Moreover, the research conducted by Arogundade, Afolabi, Ayodele, and Bamikole (2022) explored the impact of supervision and the reinforcement skills of school principals on the academic achievements of secondary school students in Southwest, Nigeria. This investigation revealed a noteworthy connection between effective supervision, reinforcement skills, and the academic success of students in secondary schools.

Purpose of the Study

The study examined the relationship between principal supervision and teachers' productivity in Kwara State.

Research Hypothesis

1. There is no significant relationship between principal supervision and teachers' productivity.

Methodology

The research design employed in this study was the descriptive research design of the survey type, aimed at examining the relationships between principals supervision and teachers' productivity in public senior secondary schools in Kwara State. The study encompassed a population comprising all 243 principals and 5,460 teachers within the aforementioned schools. To ensure a representative sample, 600 teachers and 30 Principals were selected from 30 public secondary schools in the state. This careful selection process aimed to provide a comprehensive view of the situation under investigation.

To collect relevant data, two self-designed research instruments were utilized, namely the "Principals' Supervision Questionnaire (PSQ) and the Teachers' Productivity Questionnaire (TPQ). These instruments underwent a rigorous validation process by experts in Educational Management to ensure their reliability and validity. The reliability of the instruments was further assessed through the test-retest method, resulting in a coefficient of 0.79 for the PSQ and 0.85 for the TPQ. This meticulous validation process aimed to establish the credibility and trustworthiness of the data collected for the study.

Subsequently, the data obtained through the research instruments were subjected to thorough analysis using inferential statistics. The analysis focused on examining the research hypothesis, which sought to investigate the correlations between principals' supervision and teachers' productivity. To test this hypothesis, inferential statistics, specifically the Pearson Product Moment Correlation, were employed at a significance level of 0.05. This statistical approach aimed to provide meaningful insights into the relationships between the variables under study, contributing to the overall body of knowledge in the field of Educational Management.

Result

Hypothesis 1: There is no significant relationship between supervision and teachers' productivity. In testing this hypothesis, data on principals' supervision were collected from the responses of the respondents to items under Section B of PSQ (item 1 – 5) in the questionnaire. Data on teachers' productivity were collected from the responses of the respondents 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 levels. The result is presented in table 1.

Table 1: Relationship between supervision and teachers' productivity

Variables	N	Mean	Stand Dev	r-cal	P-value
Supervision	579	14.35	1.03	0.653*	0.000
Teachers' Productivity	579	62.54	3.48		

*P<0.05

Table 1 showed that the r-cal value of 0.653 is significant at 0.05 level of significant because the P-value (0.000) < 0.05. The null hypothesis was rejected. This implies that there was significant relationship between supervision and teachers' productivity. Hence, supervision is moderately related to teachers' productivity.

Conclusion and Recommendation

Based on the findings of the study, it was concluded that principals' supervision is crucial to teachers' productivity in secondary schools in Kwara State and it was recommended that principal should endeavour to put in place adequate supervision in schools to facilitate teachers' productivity.

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