



FEDERAL UNIVERSITY, GUSAU,
JOURNAL OF
HUMANITIES AND EDUCATION
VOL. 1, NO. 1
JUNE 2016

Published by:
FACULTY OF HUMANITIES AND EDUCATION,
FEDERAL UNIVERSITY, P.M.B 1001, GUSAU,
ZAMFARA STATE, NIGERIA

TABLE OF CONTENTS.

Title Page	I
Imprint	II
Editorial Board	III
Editorial Consultants	III
Editorial Note	IV
Call for Paper	V
Information for Contributors	V
Table of Contents	VI
Basic Education in Nigeria an appraisal of the Performance of Kano State Universal Basic Education Board, Nigeria	1
Adoption and use of Strategies for Promoting Reading Culture among Junior Secondary School Students in Gusau Metropolis Zamfara State	15
Problems and Prospects of Early Childhood care Education: Concerns and Way- Forward for Children in Rural Areas of Nigeria	31
Head Teachers' Supervision and Teachers' Job Performance in Public Primary Schools in Kwara State, Nigeria.....	41
Principals' Initiating and Consideration Structure as Factors of Teachers, Motivation in Administration of Secondary Schools in Imo State.....	51
Staff Development Programmers and Teachers' Job Performance in Lower Basic Schools in Kwara State, Nigeria.....	67
Effective Handling of junior Secondary School Students Using Information and Communication Technology (ICT) for Qualitative Education in Nigeria.....	77
Effective Classroom Teaching Through Utilization of Different Learning Strategies & Multimedia Approach to Instructional Process.....	87
Effects of Cognitive and Meta-Cognitive Strategies on Senior Secondary School Students' Retention Ability and Academic Performance in Trigonometry in Kaduna Education Zone, Kaduna State, Nigeria.....	97
Influence of Teacher Motivation on Students Creative Potentialities among Junior Secondary Schools Students in Zaria Educational Zone.....	111
Effectiveness of Emotional Intelligence Skills Training in Reducing Emotional	



HEAD TEACHERS' SUPERVISION AND TEACHERS' JOB PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KWARA STATE, NIGERIA.

BY

**ABDULLAHI, N.J.K. PH.D
OMOSIDI, A.S
SHEU, A.A.
ADDULKAREEM, R.L**

**DEPARTMENT OF EDUCATIONNAL MANAGEMENT,
FACULTY OF EDUCATION. UNIVERSITY OF ILORIN, ILORIN**

Abstract

This study investigated the relationship between head teachers' supervision and teachers' job performance in public primary schools in Kwara State. To achieve this, two hypotheses were formulated and tested. Descriptive design was used for the study. Self constructed questionnaire titled Head Teachers' Supervision Questionnaire (HTSQ) and Teachers' Job Performance Questionnaire (TJPQ) was used for data collection. Pearson product moment correlation statistics was used to test the two hypotheses. All the hypotheses were tested at 0.05 level of significance. The finding of this study revealed that there was significant relationship between head teachers professional competency, classroom observation and teachers' job performance. It was recommended that head teacher should continue to maintain and provide appropriate classroom observation by helping teachers to develop new techniques of instruction. Head teacher should continue to sustain utilization of professional competency by conducting in service training for better improvement teachers' job performance in order to achieve educational goals.

Introduction

School leadership is important as not only are they accountable for the school academic performance. They play important roles towards realizing the country's educational vision. If school leaders are unable to carry out their roles effectively, they will not be able to motivate teachers or take advantage of their knowledge and experience (Chan & Gurmam, 2009). In the school system, supervision was normally done by either the head teacher or the senior teacher empowered by the authority. Teacher's supervision is a critical issue in educational leadership. It involved lots of leadership activities of supervising teachers' skills, students' performance and technical skills. Therefore, the roles of head teacher are to supervise, plan, direct and control activities in and outside the school. All these activities of the head teacher are geared towards achievement of the school goals and objective.

School supervision is therefore a vital process and a combination of activities which is concerned with the teaching and improvement of teaching and learning environment in order to promote effective teacher performance and learning in the school system. Supervision is also a constant and continuous process of personal guidance based on frequent visits to a **school to give concrete and constructive advice and encouragement to teachers in order to** improve the teaching and learning situation in the school. On such visits, attention is paid to certain aspects of the school. Ijaiya (1991) said supervision is a process which aims at helping professional growth and cooperation thereby making teachers become self directive, creative and more productive. It is also seen as any legitimate effort made by a designated professional to assist the classroom teacher to improve on his competence so that he becomes a self-propelling practitioner as well as ensuring a favourable setting for effective teaching and learning.

Teachers are the main agent for achieving these goals and objectives. As no educational institution can rise above the quality of its work force (Federal Government of Nigeria, 2013). Thus, teachers need to perform at their best in order to achieve the goals and objectives of the school. Teachers' job performance could be described as the ability of teachers to combine relevant inputs at a particular period in the school system in achieving education goals (Obilade, 1999; Okeniyi, 1995; Akiyemi, 1993). It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes (Akinyemi, 1993; Okeniyi, 1995). However, Peretemode (1996) argued that job performance is determined by the worker's level of participation in the day to day running of the organization. It is noted that employees behave differently under different conditions

The theoretical framework of this study was guided by Douglas Mc Gregor's theory X and Y leadership model (1960). Theory X and Y are the two set of assumptions about the nature of people. Theory X made views that average human beings have an inherent dislike to work, prefers to be directed, wish to avoid responsibility, have relatively little ambition and want security above all. Theory X managers believe and rely heavily on threat and coercion to gain employees compliance which leads to mistrust, highly restrictive supervision and a punitive

atmosphere. While theory Y manager believes that given the right conditions in terms of motivation, most people will want to do well at work and workers would be seen from human angle of organization. This could be applicable in the school system in that supervision activities empower teachers by sharing leadership experience and encouraging teachers to set the course of their own learning. The main task of head teacher is to ensure supervision that makes a difference, fosters the internal and external motivation that leads teachers to professional growth, which in turn enhances high job performance of the teachers. The head teacher is expected to possess some qualities, competencies or technique in order to aid teachers' job performance which is paramount to the achievement of school goals and objectives. This study therefore uses this background to investigate the head teacher supervisory technique and teachers' job performance in public primary schools in Kwara State, Nigeria.

Osakwe (2015) investigated the relationship between principals' supervisory strategies and teacher's instructional performance in Delta North Senatorial District, Nigeria. A sample of 92 principals 349 teachers were selected with the use of multi-stage sampling technique. The data collected were analyzed using chi- square statistical tool, the result shows that there was a significant relationship between principal supervisory strategies and teacher's instructional performance in terms of discipline and teaching materials. This study is germane to the current study in that principals' supervisory strategy was seen as a critical factor to boost the performance of teachers. However the study left a lot of gap in that it was carried out in secondary schools and not in primary schools, also carried out in Delta state while the current study was carried out in Kwara State. These and many other related gap prompted the researcher to carry out this study as to investigate the relationship between head teachers' supervision and teachers' job performance in public primary schools in Kwara State.

Statement of the Problem

Supervision of teacher is a critical issue in educational sector. It involved a lot of leadership aspects. Currently most principals neglected their duty as educational supervisors but concentrated on managing and administrating schools. The role of a head teacher is to supervise, planning and developed competitive strategies for the school. Thus, head teacher duty is very challenging and should be able to differentiate between administrative duty and management task. These and many other related issues motivates the researchers to carry out this study as to investigate the relationship between head teachers' supervision and teachers' job performance in public primary schools in Kwara State.

Objectives of the Study

The objectives of this study are to investigate:

- (1) The relationship between head teachers' classroom observation and teachers' job performance in public primary schools in Kwara State.
- (2) The relationship between head teachers' professional competency and teachers' job performance in public primary schools in Kwara State.

Research Questions (RQs)

The following research questions were raised and answered in this study:

RQ₁: What are the extents of the head teachers' classroom observation on teachers' job performance in public primary schools in Kwara State?

RQ₂: What are the extents of head teachers' professional competency on teachers' job performance in public primary schools in Kwara State?

Research Hypotheses

The following hypotheses guided the study:

- (1) There is no significant relationship between head teachers' classroom observation and teachers' job performance in public primary schools in Kwara State.
- (2) There is no significant relationship between head teachers' professional competency and teachers' job performance in public primary schools in Kwara State.

RESEARCH METHODOLOGY

The study adopted a descriptive research design. This design was considered suitable for the study because it gives the researcher the opportunity of obtaining the opinion of sample population to infer the opinion of the entire population. The population of this study was 14,216 teachers and 1,406 head teachers in public primary schools in Kwara State, stratified random sampling technique was used to select 34 public primary schools from the three senatorial districts. A sample of 342 teachers were drawn from 34 public primary schools selected by the use of Krejcie and Morgan (1971) table for determining sample size from a given population.

The instruments used for data collection for this study was researcher constructed questionnaire titled "Head Teacher Supervision Questionnaire (HTSQ)" and "Teachers' Job Performance Questionnaire (TJPQ)". The instruments were validated by the experts in the Department of Educational Management, Faculty of Education, University of Ilorin, Nigeria. The reliability was determined with the use of Cronbach's Alpha to obtain reliability indexes of 0.87 and 0.78. The instruments were administered by the researcher with the help of research assistants to the teachers of the sampled public primary schools. This method facilitated high return rate of 100 percent. The data collected were analyzed using Pearson Product Moment Correlation Coefficient.

DATA ANALYSIS AND RESULTS

Frequency counts and percentage were used to provide answers to the research question raised. Research Question 1: What are the extents of the head teachers' classroom observation on teachers' job performance in public primary schools in Kwara State? Answers to research question are found in table 1.

Table 1: Head Teachers' Classroom Observation in Public Senior Secondary Schools in Kwara State



S/N	Head teachers' classroom observation	Agreed		Disagreed	
		Freq.	%	Freq.	%
1.	Head teacher classroom observation help teachers to develop new techniques of instruction.	309	90	33	10
2.	Head teacher develop good relationship and obtain teachers' confidence during classroom observation.	256	75	86	25
3.	Head teacher classroom observation offers teachers ample opportunity to avoid nervousness	225	66	117	34
4.	Head teacher classroom observation help teachers to acquire more and better skills faster and overcome stage fright	220	64	122	36
5.	Head teacher classroom observation help teachers to learn how to organize and manage pupils in the classroom	320	94	22	6
Total		1,330	78	380	22
Average		266	78	76	22

Item one in table 1 showed that 90% agreed that head teacher classroom observation help teachers to develop new techniques of instruction. Item two in table 1 showed that 75% agreed with that view that head teacher develop good relationship and with teachers during classroom observation. Item three showed that 66% of participants agreed with the view that head teacher classroom observation offers ample opportunity to teachers to avoid nervousness. Item four indicated that 64% of participants agreed with the item description that head teacher classroom observation to acquire more skills and overcome state fright. Also, 94% of participants agreed with the view that head teacher classroom observation help teachers to learn how to organize and manage pupils in the classroom. In summary, 78% agreed that head teacher use different method of classroom observation in public primary schools in Kwara State.

Research Question 2: What are the extents of head teachers' professional competency on teachers' job performance in public primary schools in Kwara State?

Table 2: Head Teachers' Professional Competency in Public Primary Schools in Kwara State

S/N	Head Teachers' Professional Competency and Teachers' Job Performance	Agreed		Disagreed	
		Freq.	%	Freq.	%
1.	Head Teacher helps to facilitate teachers access to professional resources	267	78	75	22
2.	Head Teacher direct all supervisory activities for teachers improvement	238	70	104	30
3.	Head Teacher conducts in-service programs to improve performance of teachers	234	68	108	32
4.	Head Teacher conducts induction/orientation activities for new staff	308	90	34	10

5. Head Teacher evaluate performance of teachers constantly	202	59	140	41
Total	1,249	73	461	27
Average	250	73	92	27

Item in table 2 revealed that 78% of the teachers responded positively, that head teacher helps to facilitate teacher's access to professional resources. Item two showed that 70% of participants agreed that head teachers direct all supervisory activities for teachers' improvement. Majority, 68% of the participants agreed with the view that head teacher conducts in-service programs to improve performance of teachers. Item four indicated that 90% agreed that head teacher conduct induction activities for new staff. Item five indicated that 59% of participants agreed that head teacher evaluate performance of teachers constantly. In summary, 73% of participants agreed that Head teachers utilized appropriate professional competency to improve teachers' job performance in public primary schools in Kwara State.

Hypotheses Testing

The analysis method applied in the course of the research work was the use of Pearson Product Moment Correlation Coefficients to test the set hypotheses using 0.05 level of significance.

H_{01} : There is no significant relationship between head teachers' classroom observation and teachers' job performance in public primary schools in Kwara State.

Table 3: Correlational Analysis of Head Teachers' Classroom Observation and Teachers' Job Performance in Public Primary Schools in Kwara State.

Variable	N	$\bar{x}$	Sd	Df	Cal-r	P.value	Decision
Classroom observation	342	2.89	2.126	682	0.93	.000	Rejected
Teachers' job performance	342	11.56	4.205				

Table 3 indicates that calculated r-value = 93 and p-value notation is .000 at 0.05 level of significance. Since the p- value is less than the level of significant. The null hypothesis which states that there is no significant relationship between head teachers' classroom observation and teachers' job performance in public primary schools in Kwara State is rejected.

H_{02} : There is no significant relationship between head teachers' professional competency and teachers' job performance in public primary schools in Kwara State.

Table 4: Correlational Analysis of Head Teachers' Professional Competency and Teachers' Job Performance in Public Primary Schools in Kwara State.

Variable	N	$\bar{x}$	Sd	Df	Cal-r	P.value	Decision
Professional competency	342	3.01	2.088	682	0.92	.000	Rejected

Table 4 indicates that calculated r -value = .92 and p -value notation is .000 at 0.05 level of significance. This shows that the p -value is lower than the level of significance. The null hypothesis which states that there is no significant relationship between head teachers' professional competency and teachers' job performance in public primary schools in Kwara State is rejected. Thus, this shows that there is positive and significant relationship between head teachers' professional competency and teachers' job performance.

Summary of Major Findings

The major findings of this study were summarized as follows:

1. There is a positive and significant relationship between head teachers' classroom observation and teachers' job performance.
2. There is positive and significant relationship between head teachers' competency and teachers' job performance.

Discussion of Findings

Results from testing of hypothesis one revealed that there is positive and significant relationship between head teachers' classroom observation and teachers' job performance in public primary schools in Kwara State. The results revealed that head teachers in public primary schools in Kwara State observed teachers in classroom by helping teachers to develop new techniques of instruction, offers teachers ample opportunity to avoid nervousness in the classroom as well as help teachers to learn how to organize and manage pupils in the classroom. This finding agreed with Osakwe (2010) who strongly maintained that supervisory strategies can be seen as a tool to promote teachers' instructional performance in terms of discipline and teaching materials in order to achieve educational goals.

Results from the testing of hypothesis two showed that there is relationship between head teachers' professional competency and teachers' job performance in public primary schools in Kwara State. The result confirmed with Abdulkareem and Sheu (2014), that supervision of schools should involve some element of inspection to reduce workers non performance, laziness, carelessness that may result from friend- like nature of supervision. This finding also agreed with Lawal (2003) who strongly maintained that supervision of instruction guided each individual teacher within the school system to perform the duties for which he was scheduled and to improve the effectiveness of teachers so that he can contribute maximally to the achievement of system goal

Conclusion

The findings of this study show that head teachers maintain and provide appropriate classroom observation for effective teachers' job performance. Also, head teachers make use of their professional competence for effective job performance of teachers in order to enhance quality education.

Recommendations

The study recommend as follows;

1. Head teachers should continue to maintain and provide appropriate classroom observation by helping teachers to develop new techniques of instruction, offers teachers ample opportunity to avoid nervousness in the classroom as well as help teachers to learn how to organize and manage pupils in the classroom.
2. Head teachers should continue to sustain utilization of professional competency by conducting in-service program for teachers, conducting induction/orientation for new staff as well as constant evaluation for better improvement of teachers' job performance in public primary schools in Kwara State.

References

- Abdulkareem, R.L. & Sheu, A.A. (2014). Educational Reforms and supervision in Nigeria. *Ilorin Journal of Health, Physical Education and Recreation*, 6(1) 50-57
- Akinyemi, A. (1993). Job satisfaction among teachers in Ondo State secondary schools. *Journal of Education Leadership*, 29: 10-22
- Chan, Y.F & Gurmam, S.K. (2009). Leadership characteristic of an excellent principal in Malaysia. *International Education Studies*, 2(4): 106-116.
- Ijaiya, N.Y.S. (1991). *A Guide to Supervision of Instruction*. Ilorin: My Grace Graphic Repro. Co.
- Lawal, R. T. (2003). Educational inspection and supervision: Critical factors to a sustainable functional and qualitative studies and research (NJESR), IV, 71-78.
- Osakwe, N.R. (2010). The relationship between principals' supervisory strategies and teacher's instructional performance in Delta North, Nigeria. *Journal of Social Sciences*, 7(6): 437-440
- Federal Government of Nigeria (FGN) (2013). *National Policy on Education* (Revised). Yaba: NERC Press.
- Krejcie, R.V. & Morgan, D.W. (1971). Table for Determining Sample Size from a Given Population.
- McGregor, D.M. (1960). *The human side of enterprises*. New York. McGrew- Hill. 33-34.
- Obilade, S.O. (1999). Impact of school resource management on school effectiveness in selected secondary schools in Kwara State. Unpublished P.hD. thesis, University of Ilorin, Ilorin.
- Okeniyi, C.M. (1995). Relationship between leadership problems and school performance in Oyo State secondary schools. Unpublished M.Ed. thesis, University of Ibadan; 57-82
- Peretemode, V. F. (1996). *Educational Administration Applied Concepts and Theoretical Perspective*. Lagos: JOja Educational Resources; 36 – 50.