



SCHOOL SUPERVISION AND TEACHERS' JOB PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN MUBI EDUCATION ZONE, ADAMAWA STATE, NIGERIA

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Abstract

This study assessed how school supervision has a significant influence on teachers' job performance in public senior secondary schools in the Mubi education zone, Adamawa state, Nigeria. The study was guided by two research questions and two research hypotheses, using descriptive survey research design. The population for this study was 1,110 respondents from 99 public senior secondary schools, comprising 99 principals and 1,011 teachers. A sample of 358 was determined using Krejcie and Morgan. The sample was drawn from 80 schools in the five local government areas of the Mubi education zone using proportional stratified sampling technique, while respondents from each of the schools were selected using simple random sampling without replacement. Data were collected using a researcher developed questionnaire titled "School Supervision and Teachers' Job Performance Questionnaire (SSTJPQ)." Data were collected and analysed using descriptive statistics including the mean and standard deviation, where values > 2.50 indicate agreement and values < 2.50 indicate disagreement. Hypotheses were tested using independent sample t-test at the 0.05 level of significance. Findings revealed that principals play active supervisory roles in public senior secondary schools; supervision influences teaching and learning outcomes and improve job performance. The study concluded that supervision has a significant influence on teachers' job performance. It was therefore recommended that principals be adequately trained with the right skills in order to achieve the desired goals of education at the post-Basic Education and Career Development.

Keywords: Principals; Teachers; Teachers' Job performance; School Supervision; Public Senior Secondary School; Mubi Education Zone;

Introduction

The reality that education, whether formal, informal or semi-formal, plays a significant role in the life of a nation and its citizens continues to become more evident. This reality points to the indispensable status that

education has gained for itself, whereby it is considered and managed not just at the local level but more so at the global level as communities in solidarity and united in purpose. Education no doubt, has been accepted as a major component at the



foundation of every development. Thus, any nation that desires progress and development, must focus on the quality of its educational advancement and, most importantly, on the tools in place for the management of the entire education system.

Teachers are the known direct instruments through which the goals of education may be reliably achieved the world over. Thus, the success or failure of education is dependent on the quality of teachers that are available or, better still, on how effectively they carry out their duties. Uwe and Godwin (2019) maintain that the educational standard and integrity of a school system are heavily dependent on the effectiveness of teachers' job performance. Teachers' job performance, according to Akilolu, Damilola and Temitayo (2019) is the extent to which a teacher carries out assigned duties well. Farooq and Sheikh (2019), on the other hand, identified School supervision as a way of guiding, coordinating, refreshing and encouraging teachers with the hope of triggering a healthy co-operation that will smoothing teaching and learning process in a friendly atmosphere. Achieving the goals of education is dependent on the quality of supervision that is put forth and enforced by school managers, so that teaching and learning can be achieved. Since educational activities constitute teaching and learning, a genuine coordination is required for smooth handling of these activities.

The secondary stage of education no doubt, is a significant moment in an individual's educational journey. The National Policy of Education (2013:28), in confirming the above statement, identified the significance of the Post-Basic Education and Career Development (Senior Secondary Education) as providing opportunities for higher-level education for Basic Education Certificate holders, as well as useful living within

society. The booster for the attainment of these effective management and administration, is efficient supervision and monitoring of the management, teaching and learning processes.

In Mubi Education Zone, there are established public senior secondary schools whose purpose among others, is to serve as instrument for the attainment of the goals of secondary education as established by the National Policy of Education (FGN, 2013). Thus, the manner in which school administrators in this zone carry out their teaching and learning processes is worth studying to understand the gap between practice and the ideal.

Identifying the indispensable function of school supervision, monitoring and evaluation especially at the secondary level of education, Ogunode, Thankgod and Olatunde-Aiyedun (2023) noted that among the primary objectives of school supervision is the elevation of teacher's job-effectiveness and students' academic performance. This study is targeted at investigating the influence of school supervision on the effective management of public senior secondary schools in Mubi Educational Zone which comprises of five (5) local government areas- Mubi North, Mubi South, Maiha, Michika and Madagali. It focuses on, though not restricted to, the roles of principals as active agents of supervision especially as it influences on teachers' job performance in the public senior secondary schools in Mubi Education Zone of Adamawa State.

Statement of the Problem

When the purpose for establishing an institution is not achieved, the essence of the very institution becomes defeated. When schools do not justify the purposes for which they were created, their continuous existence without a review of the situation becomes a



waste. When Principals lack proper training in instructional leadership and experience, supervision becomes ineffective. Recently, teachers have sometimes perceived supervision as punitive, rather than developmental. Ogbonnia (2018) noted that without supervision, teachers may not deliver their lessons adequately. Sadly, supervision is sometimes mostly focused on administrative compliances rather than improving teaching quality. No wonder Ogunode and Ajape (2021) maintain that students' poor academic performances, may be attributed to weak supervision. This study aims to determine whether supervision is properly carried out by principals, who remain the visible heads of public Senior Secondary Schools in the Mubi Education Zone. Hence, this research seeks to assess the extent to which school supervision influences the Job Performance of teachers in the Mubi Education Zone of Adamawa State.

Purpose of the study

The purpose of this study is to assess the influence of school supervision on effective Teacher Job Performance in public senior secondary schools in the Mubi Education Zone of Adamawa State, Nigeria.

Specifically, the objectives of the study are to:

1. Assess the role of principals as active agents of school supervision in public senior secondary schools in Mubi Education Zone, Adamawa State;
2. assess the influence of school supervision on teachers' job performance in public senior secondary schools in Mubi Education Zone, Adamawa State; and

Research question

The following research questions guided the study:

1. What are the roles of principals as active agents of school supervision in

public senior secondary schools in Mubi Education Zone, Adamawa State?

2. What is the influence of school supervision on teachers' job performance in public senior secondary schools in Mubi Education Zone?

Hypotheses

The following null hypotheses were formulated for the study and were tested at 0.05 level of significance:

Ho₁: There is no significant difference in the mean score of principals and teachers on the role of principals as active agents of school supervision in Public Senior Secondary Schools in Mubi Education Zone, Adamawa State.

Ho₂: There is no significant difference in the mean score of principals and teachers on the influence of school supervision on teachers' job performance in Public senior secondary schools in Mubi Education Zone, Adamawa State.

Methodology

This study adopted the descriptive survey research design. The target population for the study was 1,110 comprising 99 principals and 1,011 teachers of Senior Secondary Schools in the Mubi Education zone (PPSMB, 2024). The sample size for the study was 358 and it was determined using Krejcie and Morgan (1970) Table. The respondents were selected in the Mubi Education Zone using proportional stratified sampling technique while the respondents from each sampled school was selected using simple random sampling without replacement. The research instrument for this study is a researcher developed questionnaire titled "School Supervision and Teachers' Job Performance Questionnaire (SSTJPQ)" and was used to collect data from both principals and teachers. The instrument was validated by



two experts from Adamawa State University and one from Modibo Adama University Yola. The instrument was then pilot-tested using 45 teachers and 5 principals who were randomly selected from 5 senior secondary schools in Hong local government area. The data collected were analysed using Cronbach alpha which yielded a correlation coefficient of 0.77. The instrument was administered with the help of one research assistant trained in each of the designated schools who helped in coordinating the filling of the questionnaires as well as collection from the individual respondents. Once questionnaires were collected, the researcher made use of a self-designed logbook which assisted in the assembling and codification of responses. There are 10 items in each of the three sections and, items on the questionnaire are rated on a 4-point modified Likert scale.

Descriptive statistics of mean and standard deviation used to answer the research questions. The hypotheses was tested using t-test at 0.05 level of significance. A criterion reference point ≥ 2.50 and above indicates that respondents agree to the research question and level of teachers' job performance is high. Any item < 2.50 indicates that respondents disagree with the research question and also indicates a low level of teachers' job performance. The research questions were answered using SPSS version 23.

Results

Research Question 1: What are the roles of principals as active agents of school supervision in public senior secondary schools in Mubi Education Zone, Adamawa State?

Table 1: Summary of Mean and Standard Deviation of Responses of Principals and Teachers on the Roles of Principals as Active Agents of School Supervision.

S/N	Item Statement	Principals (n=79)		Teachers (n = 275)		Remark
		$\bar{x}_1$	σ_1	$\bar{x}_2$	σ_2	
1.	The principal encourages teachers' punctuality through effective supervision.	3.80	0.41	3.39	0.86	Agree
2	Principal conducts supervision willingly.	2.68	0.99	3.11	0.81	Agree
3	The Principal is professionally efficient in carrying out supervisory duties.	3.41	0.57	3.28	0.69	Agree
4	Principals' supervision is significant in the effective management of Public Senior Secondary schools.	3.68	0.54	3.44	0.73	Agree
5	The Principal's supervision fosters school -host community relationship in the effective management of Public Senior Secondary Schools.	3.43	0.63	3.18	0.69	Agree
6	A well-trained Principal necessarily translates into effective supervision through Principals' use of professional procedures.	3.61	0.52	2.93	0.86	Agree
7	The principal ensures clean school environment that enhances learning.	3.62	0.49	3.26	0.85	Agree



8	The principal fosters an environment that supports teamwork.	3.56	0.53	3.18	0.87	Agree
9	The principal collaborates with PTA and host community to promote educational experience of students.	3.61	0.49	3.36	0.72	Agree
10	The Principal makes use of students' attendance in making informed decisions to improve teaching and learning outcomes.	3.41	0.65	3.01	0.88	Agree
Grand Mean		3.48	0.58	3.21	0.80	Agree

Table 1 shows that both principals and teachers agreed that principals play active supervisory roles in schools. Across the items, principals strongly agreed that they encourage teachers' punctuality ($\bar{x} = 3.80$), conduct supervision effectively ($\bar{x} = 3.41$), and ensure a conducive learning environment ($\bar{x} = 3.62$). Teachers also confirmed these roles, though with slightly lower ratings than principals. Notably, both groups agreed that principals foster teamwork and use student

attendance records for decision-making. The slight disparity in mean ratings suggests that while principals perceive their supervisory efforts as highly effective, teachers view them as moderately effective.

Research Question 2: What is the influence of supervision on teachers' job performance in public senior secondary schools in Mubi Education Zone, Adamawa State?

Table 2: Summary of Mean and Standard Deviation of Responses of Principals and Teachers on the Influence of School Supervision on Teachers' Job Performance.

S/N	Item Statement	Principal (n=79)		Teachers (n = 275)		Remark
		$\bar{x}_1$	σ_1	$\bar{x}_2$	σ_2	
11	Supervision enhances better lesson planning and delivery.	3.67	0.52	3.28	0.80	Agree
12	Supervision improves class room management skills.	3.61	0.59	3.23	0.80	Agree
13	Feedback from supervision greatly improves job performance to a great extent.	3.62	0.51	3.27	0.75	Agree
14	Feedback from supervision helps to identify areas for professional growth.	3.51	0.50	3.29	0.68	Agree
15	Supervision strategies are beneficial to teacher job performance.	3.51	0.53	2.68	0.81	Agree
16	Supervision enhances the equitable distribution of resources and supports effective teacher job performance in your school.	3.37	0.62	2.72	0.84	Agree
17	Principal offers reward for effective performing teachers.	3.19	0.72	2.47	0.99	Agree

18	School supervision aids the teacher in completing the expected number of lessons.	3.42	0.59	2.64	0.87	Agree
19	Healthy communications between principal and teacher improves teacher job performance.	3.49	0.53	3.08	0.86	Agree
20	Collaboration among colleagues improves teacher job performance.	3.43	0.57	3.30	0.70	Agree
Grand Mean		3.48	0.57	3.00	0.81	Agree

Table 2 shows strong agreement among principals and moderate agreement among teachers that supervision significantly enhances teachers' job performance. Principals rated the influence of supervision on lesson planning ($\bar{x} = 3.67$), classroom management ($\bar{x} = 3.61$), and job performance improvement through feedback ($\bar{x} = 3.62$) highly. Teachers agreed but rated lower, especially in areas like equitable resource distribution ($\bar{x} = 2.72$) but disagree on rewarding effective teachers ($\bar{x} = 2.47$). Both groups acknowledged that supervision promotes collaboration and healthy communication, which are critical for job

performance. The overall results suggest that supervision positively influences teacher performance, but teachers feel that certain supportive mechanisms, such as rewards and equitable resources, are implemented.

Testing of Hypotheses

H₀₁: There is no significant deference in the mean score of principals and teachers on the role of principals as active agents of school supervision in Public Senior Secondary Schools in Mubi Education Zone, Adamawa State.

Table 3: Summary of Independent Sample t – test of Significant Difference in the Mean Score of Principals and Teachers on the Role of Principals as Active Agents of School Supervision.

Categories	N	$\bar{x}$	σ	t-value	Df	p-value	Remark
Principals	79	3.48	0.48	3.13	352	0.002	H ₀₁ rejected
Teachers	275	3.21	0.72				

The independent sample t-test result in Table 5 reveals a significant difference between the mean responses of principals ($\bar{x} = 3.48$, $\sigma = 0.48$) and teachers ($\bar{x} = 3.21$, $\sigma = 0.72$) regarding the role of principals as active agents of school supervision. The computed t-value of 3.130 at 352 degrees of freedom, with a p-value of 0.002 ($p < 0.05$), led to the rejection of the null hypothesis. This implies that principals and teachers hold significantly

different perceptions of the supervisory role of principals, with principals rating their involvement more positively than teachers.

H₀₂: There is no significant difference in the mean score of principals and teachers on the influence of supervision on teachers' job performance in public senior secondary schools in Mubi Education Zone, Adamawa State.

Table 4: Summary of Independent Sample t – test of Significant Difference in the Mean Score of Principals and Teachers on the Influence of School Supervision on Teachers’ Job Performance.

Categories	N	$\bar{x}$	σ	t-value	df	p-value	Remark
Principals	79	3.48	0.47	5.56	352	0.000	H_{03} rejected
Teachers	275	3.00	0.73				

As shown in Table 4, there is a significant difference between the mean responses of principals ($\bar{x} = 3.48$, $\sigma = 0.47$) and teachers ($\bar{x} = 3.00$, $\sigma = 0.73$) regarding the influence of supervision on teachers’ job performance. The t-value of 5.563 and p-value of 0.000 ($p < 0.05$) led to the rejection of the null hypothesis. This indicates that principals rated supervision as having a stronger, more positive influence on teachers’ job performance than teachers themselves reported, highlighting a perceptual gap between the two groups.

Discussion

This research study found that supervision is indispensable for the effective management of Public Senior Secondary Schools in the Mubi Education Zone, Adamawa State, Nigeria. It was found that principals play an active role as agents of supervision in public senior secondary schools in the Mubi education zone. This finding is substantiated through the various activities carried out by the principals. Both respondents agree on the active role of principals as agents of supervision. All respondents agree that principals encourage the punctuality of teachers and are professionally efficient in carrying out their supervisory tasks, especially when they are well trained. This study on the role of principals as active agents of supervision agrees with the study of Ndupuechi (2020), Ogonor and Omajuwa (2020), who acknowledge that the principal is the chief executive of the secondary school and thus the principal’s own duties include guiding and directing of programs and activities. The principal in this study is found

to aid and coordinate the smooth functioning of activities by encouraging punctuality of teachers as well as creating a teamwork environment.

Table 2 shows strong agreement among principals and moderate agreement among teachers that supervision significantly enhances teachers’ job performance. Principals rated highly the influence of supervision on lesson planning, and job performance improvement through feedback. Teachers agreed but rated lower, especially in areas such as equitable resource distribution and rewarding of effective teachers. This reveals a dissatisfaction on the side of teachers, thus desiring an improvement in the equitable distribution of resources by principals. Both groups acknowledged that supervision promotes collaboration and healthy communication, which are critical for job performance. The overall results suggest that supervision positively influences teachers’ job performance, but teachers feel that certain supportive mechanisms, such as rewards and equitable resources, are less effectively implemented. Ogunode and Ibrahim (2023) in justification of the above-mentioned variables, and agreeing with the findings of this study, confirmed that school supervision is a deliberate program and activity that is purposefully aimed at enhancing teachers’ job performance within the school system. While Dunu (2020) maintains that the success or failure of any educational institution is dependent on her human resources, Ogunode, Thankgod and Olatunde-Aiyedun, (2023) further posit that effective supervision is indispensable in



enhancing teachers' job performance. The findings of this study, proves same for the public senior secondary schools in Mubi education zone. Onyekachi, Chineye and Clifford (2022), affirming principal's supervisory role, stated that the extent to which teachers are able to fulfil their expected job performance is dependent on the extent to which the principal is able to implement his/her supervisory strategies. Hence, the responsibility of the principals in supervising the teachers is basically aimed at improving teacher job performance. Consequently, when little or no attention is paid to supervision, teachers' job performance reduces drastically. Wangdi and Tobgay (2022), opined that the performance and quality of service delivered by the teacher is dependent on the trust the teacher bestows on the principal's leadership display.

Ho₁ examined the difference in the responses of both principals and teachers regarding the role of principals as active agents of supervision. The sample t-test of hypothesis one has a p-value of 0.002 ($p < 0.05$), this results in the rejection of the null hypothesis. Principals rated their supervisory roles more positively than teachers did. They both significantly vary on the effectiveness of the roles of principals as active agents of supervision in public senior secondary schools in Mubi education zone.

Testing Ho₂ as evident in table 4 reveals there is a significant difference between the mean responses of principals and those of teachers regarding the influence of supervision on teachers' job performance. The p-value of 0.000 ($p < 0.05$) led to the rejection of the null hypothesis. The low ratings by teachers are observed more in the aspects of equitable distribution of resources as well as reward for performing teachers. Onyekachi, Chinenye and Clifford (2022) are of the opinion based on their findings that the ability for a teacher

to properly fulfil the demands of their profession in a school setting is highly dependent on the type of supervision a principal provides. The responses from this study affirm previous study on the harmony that needs to exist between principals' supervision and effectiveness of teachers' job performance. Akinlolu, Damilola and Temitayo (2019) in studying teachers' job performance in Ekiti, found that there is a significant relationship between family satisfaction and job performance and job satisfaction and job performance. Thus, the level of teachers' job performance could be determined by identifying the rate of satisfaction a teacher gets from the family and teaching job itself. Hence, they recommend government should prioritise teachers' welfare through prompt payment of salaries and other allowances. This motivation is not restricted to salaries and allowances, but also to conducive working environment and cordial interpersonal relationship.

Conclusion

Aided from the findings of this study, it is observed that school supervision is perceived to have a significant influences on teachers' job performance in the Mubi education zone. Principals as active agents play significant role in the efficient management of public senior secondary schools, while teachers remain indispensable tools in the attainment of the goals of education. Any lack or lapse that is allowed within this structure becomes a problem. The effect of this lack has been seen during the cause of this study in the field, and this reveals a lot about the harm been done to the teaching and learning processes of the senior secondary school in Mubi Education Zone. Thus, this study found that supervision is important when done efficiently for the smooth functioning and pursuit of the goals of senior secondary education.



Recommendations

Based on the findings of this study and conclusions drawn, the following recommendations are made:

- I. Principals should be intentionally and adequately trained so as to possess relevant skills for the discharge of their duty.
- II. Adequate checks and balances should be enforced so as to externally monitor the expected distribution of resources and reward so that fairness is attained.
- III. Adequate training should be given to teachers to understand what is really demanded of them, as well as learn the benefits of teamwork and collaboration.
- IV. Family and Job satisfaction should be enhanced through adequate payment of remuneration and allowances.

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