

Principals' Supervisory Practices and Teachers' Productivity in Public Secondary Schools

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Abstract: *Background:* The study examines the significance of supervision in the attainment of the specific objectives of secondary education in Nigeria as indicated in the National Policy on Education. Emphasis was placed on the internal supervisory roles of principals and their impact on teachers' productivity. This is in view of the perceived correlation between principals' approaches to supervision and teachers' productivity. *Objectives:* Evidence abounds in the literature to show that principals in public secondary schools exhibit different disposition towards supervisory functions in their various institutions. The nature of this disposition can either improve or constrain productivity of these teachers. This study was therefore undertaken to ascertain internal mechanisms for instructional supervision in public secondary school; the perception of teachers on principals' approach towards supervisory practices and the influence principals' supervisory functions on teachers' productivity in the public secondary schools. *Method:* The study used descriptive research of the survey type. The population of the study comprised all public secondary school teachers and students in Badagry Local Government. Simple random sampling technique was used to select 150 secondary school teachers and 240 secondary students in Badagry Local Government. A self-designed instrument named "Principals' Instructional Supervisory Practices and Teachers' Productivity Questionnaire" (PISPTPQ) was used for data collection. The reliability of PISPTPQ was established through test-retest method. The scores obtained were correlated using Pearson Moment Correlation Coefficient. A coefficient of 0.86 obtained for PISPTPQ was considered adequate for the instrument. The data collected were analyzed using frequency and mean scores as descriptive statistics while correlation coefficient was used as the inferential statistic. *Results:* The study revealed the existence of internal measures for instructional supervision in the public secondary schools with teachers exhibiting negative perception towards principals' instructional supervisory practices. The study showed that teachers' productivity was high in these public secondary schools but there was no statistically significant relationship between principals' instructional supervisory practices and teachers' productivity. *Conclusion:* The negative perception of teachers towards principals' supervisory practices is highly worrisome and while the observed high productivity among the teachers is a positive development for secondary education.

Keywords: National Policy on Education, Secondary Education, Supervision, Principals, Teachers

1. Introduction

Education continues to play a significant role in the socio-economic and political development of all nations. In the case of individuals, education helps in the positive development of human potentials, talents, intellect, attitude and skills. In

Nigeria, the importance of education is amplified in the National Policy on Education. The Document states that: education shall continue to be highly rated in the national development plans because education is the most important instrument of change; any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution FRN [9].

The secondary education system is considered strategic because secondary school leavers are supposed to be gainfully employed so as to contribute meaningfully to the economic development of the country. In addition, those that meet basic requirements for admission serve as feeders into tertiary institutions. One of the specific goals of secondary education in Nigeria as indicated in the National Policy on Education is that: secondary education shall provide all primary school leavers with opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background FRN [9].

In order to ensure quality education at secondary school level, necessary measures are put in place through effective supervision. Yunusa [33] remarked that the purpose of school supervision is the promotion and development of favourable setting for teaching and learning which eventually lead to improvement of the society. Ojo [22] observed that schools as an institution are established for the purpose of carrying out meaningful teaching and learning. He added further that in order to carry out meaningful learning and teaching activities in schools, supervision is considered as an essential element.

According to Walker [33] supervision refers to the task of improving institutions through regular monitoring and in-service education of teachers. In addition, supervision can be described as a process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational institutions. Agba [1] described instructional supervision as a vehicle and structure that allow schools, departments and teachers to respond effectively to curriculum and instruction in order to achieve stated educational objectives.

Specifically, the purpose of classroom instruction supervision is to help teachers to learn what their problems are and to seek the best methods of solving them. Agba [1] indicates that supervision involves the use of experts' knowledge and experience to oversee, evaluate and coordinate the process of improving teaching and learning activities in schools. Ngemunang [18] states that effective supervision provides a guide for teachers' career and professional development by assessing teachers' work performances. He added that through supervision, teachers become aware of their weaknesses and strengths and seek ways of self-improvement.

These supervisory practices are both internal and external. Internal supervision includes measures that enhance high academic standard, while external supervision entails oversight functions of the Ministry of Education or appropriate agencies designated to carry out such functions. The National Policy of Education indicated that government shall establish efficient inspectorate services at Federal, State and Local Government levels for monitoring and maintenance of minimum standard FRN [9].

The internal supervisory practices compliment the roles of government in ensuring quality education. These internal supervisory practices also known as instructional supervision focuses on effectiveness and efficiency of teaching-learning

process. Edo and David [5] perceives internal supervision as the sole responsibility of the administrator (headteacher). They added that with the headteacher's position as the administrator and supervisor, he has that duty to improve upon teachers' professional competencies, techniques and skills in specific areas of teaching and learning. According to Eziuzo [7] internal supervision is a form of supervision which employs internal staff members of a school to provide supervisory service to staff within the same school. According to Igbo [12], internal supervision is an additional system formally provided by school principal or other appointed heads for interacting with the teaching process in such a way as to maintain, change, and improve the provision and actualization of learning opportunities for students. Zuingh [35] described internal supervision of instruction as supervision which is carried-out by the school principal or his appointed subject heads in order to improve teaching and learning. In view of the pivotal role of principal in instructional supervision, the aim of this study is to examine the following: principals' instructional supervisory practices; teachers' perception about principals' approach to instructional supervisory; teachers' productivity and the influence of principals' supervisory method on teachers' productivity.

2. Literature Review

The focus of instructional supervision revolves around teachers and their activities in classrooms. According to Uduak and Daniel [32] teachers are a group of professionals who impart knowledge and mould characters. Muhammed [16] indicated that teachers have a key role to play in providing an encouraging learning environment for their students to excel academically. According to Fareo [8], a teacher is one certified to engage in interactions with learners for the purpose of effecting a change in their behaviours. In the same vein, Stark, McGhee and Jimerson [31] opined that teachers are in the best position to make decisions that directly affects students' well-being and achievement. Samuel, George and Martins [28] assert that teachers are expected to regularly assess students with the aim of enhancing students' performance. Sandraluz [29] observed that the teacher and their characteristics in the school environment tend to attract the attention of researchers, educationists, stakeholders, parents/guardians and pupils such as ants to the honey pot because of the significant roles which the teachers and their pupils play in the school.

From the foregoing, it is evident that irrespective of teacher's category, there is the need for supervisory support. Babalola [3] had premised the opinions on the contributions of supervision to teachers' productivity as including the following:

- 1) Teachers who have access to the assessment of their classroom performance are bound to put-up better class performance;
- 2) Teachers who are provided with incentive to solve day to day classroom problem can provide internal thinkers;

- 3) Teachers who are helped to discover specialty they possess are those who can customize teaching and learning to fit the environment;
- 4) Information on teacher classroom management is vital for improvement in teacher's classroom activities.
- 5) Finally, teachers who attain professional growth through supervision are sure to raise good product in line with current needs in the society.

Ogunrinde [20] observed that although the ultimate goal of a teacher is to ensure that students pass well in internal and public examinations, there has been a gradual deterioration of the attainment of this goal over the years. Kpatakpa [13] asserted that there is widespread feeling that academic standards are fast falling and the blame is shifted to teachers, who is seen not to be providing effective teaching and learning. However, taking cognizance of the impact of principal as a determinant of school climate, his approach to instructional supervisory practices might have significant influence on teaching learning process.

Several authors have identified the primary role of principals in supervisory functions in secondary school. For instance, Dull [4] observed that modern concept of instructional supervision associates principal's supervisory roles with regular visits to classroom to observe teachers as well as organizing conference with teachers collectively and individually to discuss ways of improving instruction for effective learning. Ogunrinde [20] described supervision as the most important statutory duty of a principal while Omorobi [24] observed that as a chief executive the principal owes it a duty to modify the attitudes of staff and motivate them to put in their best at achieving educational goals through an effective teaching and learning process. Oyewole and Ehinola [27] opined that just as the industrial manager reinforces employee's behaviors in order to increase productivity and services, an instructional supervisor reinforces teachers' job performance associated with higher learning achievements by students. Uduak and Daniel [32] indicated that teachers' performance in secondary schools is significantly dependent on the capacity of the principal to effectively conduct adequate and valuable supervision. Agba [1] opined that the principal as a supervisor provides guidance to teachers in order to improve their competencies for effective teaching process, to ensure the learning and growth of the learners. Ojo and Isiaka [23] assert that principals are saddled with the responsibilities of ensuring the smooth running of all the activities within the school using different supervisory approaches, methods and techniques for the realization of educational goals and objectives.

According to Onyeike and Nwosu [25] biasness of some teachers and poor academic performance of students in secondary schools could be attributed partly to the poor administrative skills of its school principals. This is because the principal is the pioneer of his school and should be expected to perform certain expert and authoritative functions bearing in mind that the end goal will be determined by effective teaching and learning. Agba [1] remarked that principals must ensure that there is effective supervision by interacting academically and socially at a

regular basis with teachers within and outside the school. Several authors such as Idris, Herlinawati and Etty [11] and Makinde [14] highlighted the supervisory functions of school principal.

For instance, Lunenburg & Ornstein [14] opined that principals must "lead from the centre" that is, be more democratic, delegate responsibilities, share decision making powers, and develop collaborative efforts that bonds students, teachers and parents. Sergiovanni [30] asserts that principal or the vice principal as a leader of a group has the function of interacting with the teachers who practicalize the teaching behaviour in order to improve the learning situation for the students.

However, findings have shown that this important function has been neglected by those concerned. It is observed that some principals are too busy to supervise instruction and pay lip service to supervising many aspects of educational development. In addition, Lunenburg & Ornstein [14] assert that secondary school principals, especially those in large schools, devote more time to managerial concerns. They rely on their assistant principals and heads in various subject areas to deal with curriculum and instructional activities.

Ogunu [21] observed that school principals are so weighed down by routine administrative burden that they hardly find time to visit classroom and observe how the teachers are teaching, while Makinde [15] believed that those who are involved in the task of supervision are not performing the functions expected of them. According to Obi [19], some principals are not devoted and do not consider supportive aspects of supervision approaches and thus neglect them. This results in teacher incompetence, principal – teacher conflict, lack of teacher compliance with supervision directives, poor classroom management, and cases of misdirected teaching process and consistent poor performance of students in examinations.

Onyemauche [26] posited that inefficiency in internal supervision has persisted in secondary schools especially in rural schools. It is suggested that inefficiency might be possible because of the approaches through which principals in urban and rural schools carry out internal supervision of instruction. In the view of Akubue [2], the supervision that goes on in schools is so inadequate that it stifles implementation. It appears that during internal supervision of instruction, some principals hardly venture near the classroom to guide, help, direct, and stimulate teachers and students to improve on their works. When they go on classroom visitations, they seem to focus the classroom environment and selected students' works, some of them criticize and condemn teacher in front of students.

Eneasator [6] reported that many principals do not supervise their teachers as they ought to and when they did, they would turn supervisory process into a scene of criticism, antagonism, victimization, and conflict. In the opinion of Gwacham [10] the reports of the so-called internal supervision of instruction are not readily made available during post observation conferences for immediate feedback to teachers. The non-availability or lateness of such feedback

to teachers negates the purpose of internal supervision of instruction and makes one suspect that something is wrong with the approaches adopted by principal during internal supervision of instructions in schools.

In order for a teacher to develop professional competence and be successful in teaching-learning interaction with students, such teacher requires an environment that is free from any emotional tension. A principal in the performance of his supervisory roles should create a good rapport and a friendly environment for the teacher to realise his full potentials. This can be actualised when principals in the performance of their supervisory functions, allow teachers to have a sense of belonging. Thus, internal supervision must be perceived by principals as a way of strengthening and evaluating teachers in order to achieve the stipulated goals. In addition, it is expected that principal provides regular feedback to teachers on the outcome of supervisory visit. This is for the teacher to identify his area of strength and weakness in order to make necessary adjustment to enhance his productivity.

The desire to ensure productivity among workers has been the focus of management theorists. The scientific management theory appears to be predicated on boosting production of workers through monetary inducement. However the scientific theory has been criticized for concentrating on production and profit to the detriment of other subtle qualities like temperament and feelings of the people. The fallout of this criticism is the emergency of human relations theory. The human relations theory emphasizes the building of and maintenance of dynamic and harmonious relationship. It then follows that any theory that dominates a principal's approach to supervisory functions has its attendant influence on teachers' productivity.

Student is increasingly becoming an instrument for assessing teacher's performance. It appears that collecting data from students regarding their teachers' teaching provides meaningful information on what their teacher does. That is, students' perception of their teacher's teaching contributes immensely to improving the teaching and learning of a subject, as it provides valuable suggestions and directions for the teachers' future development. It then follows that students are better placed to undertake an objective assessment of their teachers. This is provided such assessment exercise is conducted in an atmosphere devoid of threat from teachers. To that extent, students are likely to provide accurate answers on their teachers' productivity.

Western education made its incursion into Nigeria through the Lagos Colony during the colonial administration. While the first primary school located in Badagry was built in 1845, the first secondary school in Nigeria was established in Lagos Colony in 1859. Both institutions were founded through the initiatives of private missionaries. It would therefore be interesting to conduct a study on principals' supervisory practices; the extent of teachers' productivity; teachers' perception on principals' supervisory practices as well as influence of principals' supervisory practices on teachers' productivity among public secondary schools in this

zone based on their long period of exposure to western education.

2.1. Statement of the Problem

Quality of secondary education has become a source of concern to different stakeholders in Nigeria. This is reflected in the poor performance of students in public examination such as Senior Secondary School Certificate Examination (SSSCE) and National Examination Council (NECO). The unique position of teachers in teaching-learning process makes them bear responsibility for poor performance of students in public examination. However, it appears that there is a need to focus on principals' roles in instructional supervision. The principal as a great influencer of teachers determines the nature of school. For instance, where a principal adopts a democratic ethos in the performance of supervisory practices, this could translate to high productivity, while autocratic and laissez faire approaches could impact negatively on teachers' productivity. Therefore, teachers' perception about instructional supervisory behaviour of principals is considered important if the aims and objectives of secondary education are to be achieved. It is considered important to assess how principals' instructional supervisory practices influence teachers' productivity among public secondary schools in Badagry Local Government in Lagos State. It is on the basis of the foregoing that this study is conducted.

2.2. Research Questions

In order to guide this study, three research questions were raised:

- 1) What are the internal measures for instructional supervision in public secondary schools in Badagry Local Government?
- 2) What is the perception of public secondary schools teachers about principals' instructional supervisory practices in Badagry Local Government?
- 3) What is the perception of public secondary schools students on teachers' productivity in Badagry Local Government?

2.3. Research Hypotheses

Based on the research questions raised on this study, three research hypotheses were generated:

- 1) There is no significant difference in internal supervisory measures in these public secondary schools.
- 2) There is no significant difference in public secondary schools teachers' productivity.
- 3) There is no statistically significant relationship between principals' instructional supervisory practices and teachers' productivity.

3. Methodology

The study used descriptive research of the survey type.

The population of the study comprised all public secondary school teachers and students in Badagry Local Government. Simple random sampling technique was used to select 150 secondary school teachers and 240 secondary students in Badagry Local Government. A self-designed instrument named “Principals’ Instructional Supervisory Practices and Teachers’ Productivity Questionnaire” (PISPTPQ) was used for data collection. (PISPTPQ) has three sections A, B and C. Section A consisted of 15 items designed to elicit responses on available internal supervisory measures, Section B had 10 items to determine teachers’ perception towards internal supervisory measures in these schools. Section C consisted of 21 items to determine students’ perception on teachers’ productivity. Responses were rated and scored using the Likert 4 points rating scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The reliability of PISPTPQ was established through test-retest method. The scores obtained were correlated using Pearson Moment Correlation Coefficient. A coefficient of 0.86 obtained for PISPTPQ was considered adequate for the instrument. The data collected were analyzed using frequency and mean

scores as descriptive statistics while correlation coefficient was used as the inferential statistic.

The analysis of data and its interpretation are in two stages. Stage one involves analysis of the general questions while stage two is for hypothesis testing. Using the four-point scale, the responses “Strongly Agree”, “Agree”, “Disagree” and “Strongly Disagree” were allotted 4, 3, 2 points and 1 point respectively. Following this, the mean scores were determined to take a decision. In order to decide, any mean score less than 2.5 was taken as “negative” while mean scores of 2.5 and above was taken as positive.

4. Results

Research Question 1: What are the internal measures for instructional supervision in public secondary schools in Badagry Local Government?

In analyzing this general question, scores on internal measures for instructional supervision were used. The mean scores were computed and used to analyse the responses. These were presented in Table 1.

Table 1. Internal Measures for Instructional Supervision.

S/N	Internal Measures for Instructional Supervision in Schools ITEMS	Ikoga Snr. Grammar Schl.	Badagry Snr. Gram. Schl.	Methodist Snr. High Schl.	Model College Kanakon	Ajara Snr. Gram. School	Govt. Snr. College
1.	Assessment of teachers’ lesson notes	3.75	3.50	3.60	3.50	3.50	3.75
2.	Classroom observation of teachers’ by principal	3.20	3.00	3.50	3.50	2.85	3.00
3.	Classroom observation of teachers’ by colleagues	3.20	3.00	3.50	3.50	2.85	3.00
4.	Checking of teachers attendance register	3.75	3.50	3.60	3.75	3.50	3.50
5.	Marking of subject diaries	3.00	3.20	3.75	3.50	2.80	3.50
6.	Checking of teachers attendance	3.75	3.50	3.60	3.50	3.50	3.75
7.	Marking students attendance	3.00	3.20	3.75	3.50	2.80	3.50
8.	Regular feedback to teachers’ on the outcome of supervisory	3.20	3.00	3.50	3.50	2.85	3.00
9.	My lesson notes are assessed regularly	3.75	3.50	3.60	3.50	3.50	3.75
10.	My principal makes observation visit during teaching	3.50	3.50	3.70	3.40	3.50	3.20
11.	Teachers’ invites their colleagues to observe them during teaching	3.20	3.00	3.50	3.50	2.85	3.00
12.	Teacher’s movement are monitored through staff movement book	3.50	3.50	3.70	3.40	3.50	3.20
13.	There is regular marking of diaries	3.75	3.50	3.60	3.50	3.50	3.75
14.	Attendance register are marked regularly.	3.50	3.50	3.70	3.40	3.50	3.20
15.	Regular marking of students’ attendance weekly	3.00	2.85	2.50	2.70	2.90	3.00
	Mean	3.40	3.28	3.54	3.44	3.19	3.34
	Grand Mean	3.36					

Table 1 shows the internal measures for instructional supervision in public secondary schools in Badagry Local Government Area. Table 1 revealed different mean scores under various items on internal measures for instructional supervision. In general the respondents indicated that there were sufficient internal measures for instructional supervision. Using a cut off mean score of 2.5, all the items had mean scores above the cut off. Also, the grand mean of 3.36 obtained is above the cut off mark. This

implies adequacy of internal measures for instructional supervision.

Research Question 2: *What is the perception of teachers about principals’ instructional supervision in public secondary schools in Badagry Local Government?*

In analysing this general question, scores on perception of teachers about instructional supervision were used. The mean scores were computed and used to analyse the responses. These were presented in Table 2.

Table 2. Perception of teachers about principals’ instructional supervisory practices.

S/N	Teachers’ perception about principals instructional supervision ITEMS	Ikoga Snr. Grammar schl.	Badagry Snr. Gram. Schl.	Methodist Snr. High Schl.	Model College Kanakon	Ajara Snr. Gram. School	Govt. Snr. College	Mean.
1.	Principal approach to internal supervision is appropriate	2.35	1.15	1.30	1.42	2.45	1.35	1.67
2.	Principal conducts regular supervision of teachers	2.00	1.25	2.45	1.65	2.50	1.90	1.96

S/N	Teachers' perception about principals instructional supervision ITEMS	Ikoga Snr. Grammar sch.	Badagry Snr. Gram. Schl.	Methodist Snr. High Schl.	Model College Kanakon	Ajara Snr. Gram. School	Govt. Snr. College	Mean.
3.	There is prompt feedback from principal on the outcome of supervision	1.50	2.15	2.05	1.80	2.09	2.20	1.97
4.	Principals' reports on the outcome of supervision is objective	2.45	1.05	1.50	2.40	1.50	1.65	1.76
5.	Principal does not favour loyalists in their reports on supervision	1.20	2.20	1.90	2.25	2.25	1.05	1.81
6.	Supervision is a fault finding exercise	2.50	2.85	2.40	2.50	2.90	3.00	2.69
7.	The report outcome of supervision is communicated to teachers by principals	1.00	1.10	1.00	1.20	1.00	1.00	1.05
8.	Principals' supervisory practice is a routine exercise	3.50	3.00	3.20	3.40	3.00	3.30	3.23
9.	Principals' supervisory practice improves teachers' job's performance	2.95	3.05	3.55	2.80	3.40	2.55	3.05
10.	Principals' supervisory practice is not a waste of resources.	3.75	3.00	2.90	3.45	3.50	3.00	3.27
11.	Mean	2.32	2.80	2.23	2.29	2.46	2.10	2.25
	Grand Mean	2.35						

Table 2 shows teachers' perception of teachers about principals' instructional supervisory practices in public secondary schools in Badagry Local Government. Table 2 revealed different mean scores under various items on teachers' perception of principals' instructional supervision. In general, the respondents returned negative perception about principals' instructional supervision in public secondary schools in Badagry Local Government Area. Using a cut off mean score of 2.5, the grand mean score of 2.35 is below the cut off. This

implies negative perception of teachers about principals' instructional supervision in these public secondary schools.

Research Question 3: *What is the productivity of teachers in public secondary schools in Badagry Local Government?*

In analysing this general question, scores on students' perception about teachers' productivity were used. The average scores under various items on teachers' productivity were computed and used to analyse the responses. These were presented in Table 3.

Table 3. Productivity of teachers in public secondary schools.

S/N	Students' perception about teachers' productivity	Ikoga Snr. Grammar sch.	Badagry Snr. Gram. Schl.	Methodist Snr. High Schl.	Model College Kanakon	Ajara Snr. Gram. School	Govt. Snr. College
1.	Have good knowledge of the subject	4.00	3.80	3.75	3.50	3.50	3.75
2.	Clearly outline the direction of the subject through a scheme of work	3.75	3.50	4.00	3.25	3.65	3.50
3.	Clearly explain the objectives of the topics	4.00	3.50	4.00	3.50	4.00	3.75
4.	Allows us to ask questions	3.75	3.85	4.00	4.00	3.80	3.50
5.	Provide accurate responses to our questions	3.75	3.85	4.00	4.00	3.80	3.50
6.	Make the class interesting	3.50	3.75	3.75	3.50	3.65	3.50
7.	Give assignment to students	4.00	3.75	4.00	4.00	3.75	4.00
8.	Mark and grade assignment regularly	4.00	3.75	4.00	4.00	3.75	4.00
9.	Make use of tests to measure what we have learnt	3.50	3.75	3.75	3.50	3.65	3.50
10.	Create time for revision after each test	4.00	3.80	3.75	3.50	3.50	3.75
11.	Give students project work	3.50	3.75	3.75	3.50	3.65	3.50
12.	Use instruction methods that encourage students' participation	4.00	3.80	3.75	3.50	3.50	3.75
13.	Make use of teaching materials that help us to learn	3.50	3.75	3.75	3.50	3.65	3.50
14.	Ensure students' active participation during lessons	3.75	3.85	4.00	4.00	3.80	3.50
15.	Use different approaches when teaching	3.25	3.30	3.50	3.00	3.00	3.25
16.	Present subject matter with enthusiasm	4.00	3.50	4.00	3.50	4.00	3.75
17.	Always willing to assist us	3.50	3.75	3.75	3.50	3.65	3.50
18.	Spend the lesson time well	3.25	3.30	3.50	3.00	3.00	3.25
19.	Willing to assist students outside teaching learning activity	4.00	3.80	3.75	3.50	3.50	3.75
20.	Come to class on time	3.50	3.75	3.75	3.50	3.65	3.50
21.	Regular in class	3.50	3.75	3.75	3.50	3.65	3.50
22.	Mean	3.71	3.70	3.82	3.56	3.62	3.60
	Grand Mean	3.66					

Table 3 shows students' perception about teachers' productivity in public secondary schools in Badagry Local Government. Table 3 revealed different mean scores on teachers' productivity by respondents in all the six schools selected for the study. In general students' perception about teachers' productivity is strong in public secondary schools in Badagry Local Government. Using a cut off mean score of 2.5, respondents in all the six public

secondary schools returned mean scores above the cut off. The grand mean score is 3.66. This implies students have positive perception about their teachers' productivity in these public secondary schools in Badagry Local Government.

Hypothesis 1: *There is no significant difference in internal supervisory measures among public secondary schools in Badagry Local Government.*

Tables 4. T-Test for difference in internal supervisory measures.

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
IMIS	66.878	5	.000	3.36500	3.2357	3.4943

The p-value of 0.000 is less than alpha value of 0.05; therefore the Null hypothesis which says that there is no significant difference in internal supervisory measures among the schools is not accepted. Thus it can be inferred that a

significant difference exist in internal supervisory measures among the schools.

Hypothesis 2: *There is no significant difference in public secondary schools teachers' productivity.*

Tables 5. T-Test for difference in teachers' productivity.

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
TP	95.264	5	.000	3.66833	3.5693	3.7673

The p-value of 0.000 is less than alpha value of 0.05; therefore the Null hypothesis which says that there is no significant difference in teachers' productivity among the schools is not accepted. Thus it can be inferred that significant

difference exist in teachers' productivity among the schools.

Hypothesis 3: *There is no statistically significant relationship between principals instructional supervisory practices and teacher productivity.*

Table 6. Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.471	.221	.027	.09305	.221	1.137	1	4	.346

a. Predictors: (Constant), IMIS.

Table 7. Coefficients.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.457	1.137		2.161	.097	-.700	5.613
	IMIS	.360	.338	.471	1.067	.346	-.577	1.298

a. Dependent Variable: TP.

The tables 6 and 7 above show the model summary and coefficients of the variable after regressing teachers' productivity on internal measures for instructional supervision. An R-squared value of 0.471 in table 6 shows that the regression model only accounted for 47.1% of variability of the response data around the mean. Also, the coefficient of the independent variable of 0.36 indicates that for every one unit change in principals' instructional supervisory practices, there will be 0.36 changes in the teachers' productivity among the schools however because the p-value of 0.346 is greater than the alpha level of 0.05 then the null hypothesis will be accepted. This implies that the effect of principals' instructional supervisory practices on teacher productivity is not statistically significant in these public secondary schools.

5. Discussion

The present study assessed the mechanisms for instructional supervisory practices in public secondary schools in Badagry Local Government Area in Lagos State. Results of the study indicated the existence of internal measures for instructional supervision in the public

secondary schools in Badagry Local Government in Lagos State. This was evident in the grand mean score of 3.36 which is above the criterion mean of 2.50 set for the study. This is to be expected since these schools were public secondary schools, that is, government schools that are noted for compliance with rules and regulations on supervisory functions as stipulated by the Ministry of Education in line with the National Policy on Education [9]. However, the slight variations observed among the six schools on internal measures for instructional supervisory functions might be attributed to variegated pattern of human behaviour. For instance, principals in the different schools may exhibit different instructional leadership styles with attendant variation on internal measures for instructional supervision.

The findings from the study as shown in Table 2 indicated a negative perception of teachers towards principals' instructional supervisory functions in public secondary schools in Badagry Local Government in Lagos State. For instance responses on items 1 to 6 indicted the principals' approaches towards supervisory functions. This corroborates Onyemauche [25]; Lunenburg and Ornestein [13], Ogunu [20] on the inefficiency of principal supervisory functions in

secondary schools. Item 7 indicated that the report of supervision is not communicated to teachers. This aligns with Gwacham [9] who remarked that reports of the so called internal supervision of instruction are not readily made available during post observation conferences for immediate feedback to teachers. Item 8 indicated that teachers perceive instructional supervisory functions as mere routine exercise. This is in line with Eneasator [5] that many principals did not supervise teachers as they ought to. Items 9 and 10 indicated the teachers' perception of internal supervisory practices as a means of improving teachers' job performance and that supervision was not a waste of resources.

Results of the study on Table 3 showed that teachers' productivity was very high based on the assessment of the students. This aligns with Ngemunang [17] that effective supervision provides a guide for teachers' career and professional development. This corroborates Babalola [3] that indicated that the purpose of supervision is the improvement of teachers' performances.

Result of the study on Table 4 showed that the p-value of 0.000 is less than alpha value of 0.05 which revealed a significant difference exists in internal supervisory measures among the schools.

Result of the study on Table 5 indicated that the p-value of 0.000 is less than alpha value of 0.05 which revealed that significant difference exists in teachers' productivity among the schools.

Result of the study on Tables 6 and 7 showed that the internal measures for instructional supervision has 36% effects on the teachers' productivity among the schools however it is not statistically significant because the p-value is greater than 0.05.

6. Conclusion

The study revealed the existence of internal measures for instructional supervision in public secondary schools in Badagry Local Government. However, the study indicated negative perception of teachers towards principals' instructional supervisory practices. In addition the study showed that teachers' productivity was high in these public secondary school but revealed that there was no statistically significant relationship between principals' instructional supervisory practices and teachers productivity.

7. Recommendations

Based on the outcome of this study the following recommendations were made:

- 1) Existing internal instructional supervisory measures in these public schools must be sustainable.
- 2) Principals in these public secondary schools must be sent for in-service training so as to be exposed to global best practices on instructional supervision.
- 3) High productivity among these public secondary school teachers must be sustained and reinforced through adequate incentives.

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