Influence Of Principals’ Supervisory Technique On Business Studies Teachers’ Efficiency In Junior Secondary Schools In Rivers State

AMADI, E. A (Ph.D) & KAGBARANEN, Kolbari

Department of Business Education
Faculty of Education
Rivers State University, Port Harcourt, Rivers State, Nigeria
E-mail: kkagbaranen@gmail.com; 08037318694

ABSTRACT
The study investigated the influence of Principals’ Supervisory Technique and Business Studies Teachers’ Efficiency in Junior Secondary Schools in Rivers State. Two purposes of the study, two research questions and two null hypotheses were tested at 0.05 level of significance guided the study. A correlational research design was adopted for the study population of the study comprised of 436 Business Studies teachers. The entire population was studied, hence there was no sampling. The instrument for data collection was a structured questionnaire titled “Questionnaire on Principals’ Supervisory Technique and Business Studies Teachers’ Efficiency”. The instrument was validated by 3 experts. A reliability coefficient of 0.90 was derived through test-retest method. The data in the study was analyzed using mean and standard deviation while Pearson product moment correlation coefficient was used to test the hypotheses formulated in the study. Findings of the study showed that principals’ supervision of lesson notes influenced Business studies teachers in junior secondary schools in Rivers State and there is a relationship between principals’ supervision of lesson records and Business studies teachers’ efficiency in junior secondary schools in Rivers State. It was recommended based on the findings that lesson notes should be consistently supervised and monitored by principals for quality assurance and school records should be adequately supervised by principals to enhance teachers’ proficiency.

Keywords: Supervision, Lesson Notes, School Records.

INTRODUCTION
Supervision is germane to the day-to-day activities of the educational institutions. The principal as a supervisor assesses the performance of teachers, their ability and consistency in carrying out the classroom activities. The activities of the principal as the supervisor includes: inspecting, monitoring, rating, assisting, recommending (Abubakar, 2018). All these activities if carried out professionally will aim at improving teachers’ efficiency in instructional delivery of business studies in Junior Secondary Schools in Rivers State in order to attain educational goals.

The essence of supervision is therefore the monitoring of the performing of school staff, noting the merits, demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals. Thus, the concern of principals’ supervision is to improve teaching and learning environment in order to promote effective teacher performance in business studies. As noted by Nwokeafor (2012), principals’ supervision in the modern era centers on the improvement of the teaching-learning situation to the benefits of both the teachers and learners: This is because it helps in the identification of areas of strengths and weaknesses of
teachers. This implies a follow-up activity that is equally directed at the improvement of identified areas of teachers’ weaknesses thus creating a cordial working atmosphere based on good human relations. The principal as an internal supervisor also play the role of organization of workshops to update teachers’ knowledge and competence. Thus, in the view of Onuma (2016), inexperienced teachers need to be assisted and helped to improve the instruction and teachers teaching abilities. Nwagwu in Ogbonnaya (2009) stated that principals carry out their supervisory roles in the school system by organizing the school time table and seeing the day-to-day operation of the school, managing and maintaining the school building, grounds, equipment and facilities, coordinating the activities and functions of teachers, managing good working conditions for staff and establishing high morale standard among teachers, supervising the extra curricula activities of students and maintaining high standard of conducts and discipline in school both among students and staff. In addition, controlling and supervising the business aspect of school life and managing the finances of school and applying appropriate checks and balances in financial matters, keeping different type of records for the school for example attendance, staff record, school finances, school supplies records of meeting with school boards, log books, register of admission, visitor’s book, corporal punishment book, stock book, school diary, schemes of work and school timetable, maintaining good school community relationships and participating in community development projects. In this case, common experiences indicated that where the principals actually utilized these strategies teachers’ efficiency and capacity will be enhanced towards achieving the best academic values in business studies in Junior Secondary Schools (Ogbonnaya, 2009).

Supervision is a combination or integration of a number of processes, procedures and conditions that are consciously designed with the sole aim of advancing the work effectiveness of teachers, in other words, supervision focuses on changing the behaviour of staff and students for an improved performance. In most cases, it is internally arranged by the school head(s) and at times assisted by other agencies and stakeholders to work complementary as to achieve educational goals. Supervision pays more attention to personnel and instructional delivery more than the students in the school. It is fundamentally and highly supportive, assisting, explanatory, encouraging, guiding, advisory, improving and sharing rather than dictating (Obiweluzor, Momoh & Ogbonnaya, 2013).

Teachers’ efficiency reflects on the interactive skills and knowledge adopted in the process of teaching and learning. Efficient teachers know what to teach and how to teach, as they have very wide teaching skills and the ability to use them in a timely manner (Shechtman & Leichtentritt, 2004). Teachers’ efficiency equally generates good attitude and behavior that ease learning difficulties among students. In other words, teachers have the creative ability that always enable the students to work effectively and proactively through adequate supervision. This has equally necessitated the involvement of school principals in the supervision of the teachers for the achievement of the expected learning outcomes.

Supervision occupies a unique place in the entire education system and it becomes absolutely expedient to give to prominent attention in order to ensure the proficiency and efficiency of the teachers in the school system. It is a process of enhancing the professional growth of the teachers, the curriculum as well as improving the techniques of teaching in the classroom through demonstrative interactions between the teacher and the principals (Okendu, 2012). As noted by Nwokeafor, (2012), principals’ supervision in the modern era centers on the improvement of the teaching-learning situation to the benefits of both the teachers and learners. This is because it helps in the identifications of areas of strengths and weaknesses of teachers. Also, it implies a follow-up activity that is equally directed at the improvement of identified areas of teachers’ weaknesses thus creating a cordial working atmosphere based on good human relations. As stated by National Open University of Nigeria (2006) principals’ supervision provides opportunities for teachers to be groomed through critical study of instructional processes and classroom interactions to carry out their teaching tasks in line with professional codes of conduct. If schools are not supervised adequately by the principals, it will have inimical effects on the students’ output and the educational objectives may not be achieved. Consequently, various instructional supervisory techniques such as: classroom visitations, lesson notes, school records, continuous assessment, mentoring, demonstration, organizing of workshops, conferences and seminars, are employed to ensure qualitative and quantitative service delivery by the teachers of business studies. Common experiences revealed that principals’ supervision constitutes the leverage point for instructional improvement, teachers’ competence and
efficiency of the educational system while an unsupervised instruction may mar the standard of education. Thus, principals as catalyst facilitates the implementation of the various sets of instructional activities geared towards an effective, viable, vibrant and qualitative educational system that will improve the teaching-learning situation (Archibong, 2010). As expressed by this scholar, it is directed towards sustaining and ameliorating the teaching-learning process in the educational system, as education plays essential roles in the growth and development of any nation socially, politically and economically.

Supervision is a commonly misunderstood term, some persons perceived it as people who oversee the productivity and development of entry-level of individual or group in an organization (MC Namara, 2011). Hence, supervision by the principals implies to direct, oversee, guide or to make sure that expected standards are met (Amirize, 2000). This reflects on the principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education and the principals therefore use expert knowledge and experiences to oversee, evaluate and coordinate the process of improving teaching and learning activities in schools Igwe (2001) in Kotirde and Yunos (2014).

In the view of Scrivener (2018), a lesson note is important as it gives a sense of direction in relation to standards. Teachers know what is important and what is secondary. It is more important for the students to learn deeply with understanding, than to skim through many topics superficially. The same topic can be (and should be) taught differently, depending on the students’ skills, temperament and attitude. These considerations should influence a teacher’s planning of the tasks to be presented, resources needed and pacing of the lessons. Lesson plans serve as a useful basis for future planning. They can be used again, in part or in whole, for future classes. Lesson planning for subsequent years can be drawn from and modified from current planning. There are many important benefits of having a clear and organized set of lesson plans. Good planning allows for more effective teaching and learning as it is important for teachers to adapt their plans to respond to the students’ needs.

Mohammed (2016), lesson note help to be clear about what you want to teach. Teachers need to make wise decisions about the strategies and methods they will employ to help students move systematically toward learner goals. Lesson plans may also include a room for unpredictable events. This helps teachers to be ready to cope with whatever happens. Lesson plans give your teaching a framework, an overall shape. Lesson plans may also play the role of a reminder for teachers when they get distracted. It suggests a level of professionalism and real commitment, Tower (2019). A good lesson note conveys to the teacher as to what is important for students when it comes to learning. And since prepared under the confines of individual comfort, it is easier to perceive. It will include the content and activities to be fulfilled for a set timeless. Lesson planning provides a step-by-step guide to teachers to delve deep into what he/she is teaching. A lesson plan unveils the basic objectives of the course, teaching and learning activities and assessing the understanding level of the students. A step-by-step lesson plan will help the teacher focus on the important sections of a topic within the prescribed time period. The lesson note also helps teachers adhere to the best teaching practices that deliver effective teaching.

Himanshu (2019), lesson note has certain definite functions to perform which are indispensable in good teaching. Lesson note gives the teacher greater assurance and greater freedom in teaching. The teacher who has planned his lesson wisely, enters the class-room without anxiety, ready to embark with confidence upon a job he understands and prepared to carry it to a work-man like conclusion. It provides for adequate lesson summaries, ensures a definite assignment for class, and availability of materials for lesson when needed. It stimulates the teacher to introduce pivotal questions and illustrations. Since lesson planning establishes proper connections between different lessons or units of study, it provides and encourages continuity in teaching, provides and encourages continuity in the teaching process. It ensures association between various lessons in the same main, unit, the selection and organization of subject-matter, materials and activities. It enables the teacher to know the most desirable type of teaching procedures and to prepare tests of progress and checks for judging the outcomes of instruction. Lesson-planning prevents waste because it helps the teacher to be systematic and orderly. It saves teacher/facilitator from haphazard teaching and encourages self supervision and external supervision by the principal or other school authorities as subscribed by the researcher to pursue educational objectives and build a balanced society.
Statement of the Problem
The ability of teachers to render co-operative effort willingly determines the extent to which junior secondary schools will achieve their educational goals and objectives. This is because success of the educational system is bestowed on the capacity of the teachers to actualize pedagogy and the attainment of educational results. However, some teachers cannot perform their jobs creditably without being effectively supervised to ascertain whether their performance meet the required standard. Teachers in secondary schools are expected to prepare lesson notes, teach students, and evaluate students’ performance during and at the end of term. The extent to which teachers carry-out these functions depends on how effective the principals are performing their instructional supervisory roles. Such roles include checking on: teachers’ lesson notes, scheme of work, students’ attendance register, lesson delivery observation and others. The researcher observed that many teachers are faced with the hurdles of behavioral and academic problems in their profession such as preparation of lesson notes, continuous assessment of students, keeping and supervising of school records and others have threaten the educational system in most of the junior secondary schools in Rivers State. Teachers are not proficient in most of the operational procedures and did not demonstrate knowledge of using record keeping to further the development of teaching and learning activities (Adebowale and Osuju, 2018). Therefore, it is on this note this work seek to investigate the influence of principals’ supervisory technique on Business studies teachers’ efficiency in junior secondary schools in Rivers State and proffer a lasting solution.

Purpose of the Study
The main purpose of the study was to investigate the influence of Principals’ Supervisory Techniques and Business Studies Teachers’ Efficiency in Junior Secondary Schools in Rivers State. Specifically, the study sought to:

1. Examine how principals’ supervisory technique of lesson note influences Business studies teachers’ in junior secondary schools in Rivers State.
2. Examine how principals’ supervisory technique of school records influence Business studies teachers’ in junior secondary schools in Rivers State

Research Questions
The following research questions guided the study;

1. To what extent does principals’ supervisory technique of lesson notes influences Business studies teachers in junior secondary schools in Rivers State?
2. To what extent does principals’ supervisory technique of school records influences Business studies teachers in junior secondary schools in Rivers State?

Hypotheses
The following null hypotheses were formulated and tested at 0.05 level of significance:

H01: There is no significant relationship between principals’ supervision of lesson notes and teachers’ efficiency in junior secondary schools in Rivers State.
H02: There is no significant relationship between principals’ supervision of school record and teachers’ efficiency in junior secondary schools in Rivers State.

METHOD
A Correlational research design was adopted in the study since the study sought to ascertain the influence of principals’ supervisory technique on Business studies teachers’ efficiency in junior secondary schools in Rivers State. The area of the study was Rivers State. The population of the study consists of 436 Business studies teachers in the 319 junior public secondary schools in Rivers State. The instrument for data collection was a structured questionnaire titled Questionnaire on “Principals’ Supervisory Techniques on Business Studies Teachers’ Efficiency (QPSTBTE)” The research instrument was designed on a four point likert scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The instrument was validated by three experts, two experts in Business Education and one in measurement and Evaluation. The reliability of the instrument was established through test-retest method using Pearson product moment correlation coefficient with a reliability coefficient of 0.90. Copies of the questionnaire were administered to the respondent with the help of three research assistants and those who could not fill their questionnaire; an agreed date was fixed for its
collection. The entire population was used for the study, hence there was no sampling Mean and Standard deviation were used to analyze the responses of the respondents while Pearson Product Moment Correlation Coefficient (PPMC) was used to test the hypotheses formulated in the study.

RESULTS
Research Questions 1
To what extent does principals’ supervision of lesson note enhance teachers’ efficiency in junior secondary schools in Rivers State?

Table 1: Computation of mean and standard deviation of responses on the Influence of Principal Supervision of Lesson Note on Business Studies Teachers Efficiency

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>(\bar{X})</th>
<th>SD</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It enhances quality and efficient teaching of a lesson</td>
<td>2.68</td>
<td>1.16</td>
<td>High Extent</td>
</tr>
<tr>
<td>2</td>
<td>Sequence of activities to be achieved is identified</td>
<td>2.66</td>
<td>1.17</td>
<td>High Extent</td>
</tr>
<tr>
<td>3</td>
<td>Establish relationship between the past and future lessons</td>
<td>2.63</td>
<td>1.18</td>
<td>High Extent</td>
</tr>
<tr>
<td></td>
<td>Making a particular topic measurable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Evaluate students’ knowledge on the subject matter</td>
<td>2.61</td>
<td>1.19</td>
<td>High Extent</td>
</tr>
<tr>
<td>5</td>
<td>It promotes students’ skills, knowledge and understanding</td>
<td>2.54</td>
<td>1.19</td>
<td>High Extent</td>
</tr>
<tr>
<td>6</td>
<td>It provides feedback on teachers and students performance</td>
<td>2.53</td>
<td>1.19</td>
<td>High Extent</td>
</tr>
<tr>
<td></td>
<td>Grand Mean/SD</td>
<td>2.53</td>
<td>1.15</td>
<td>High Extent</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Mean / SD</strong></td>
<td><strong>2.60</strong></td>
<td><strong>1.18</strong></td>
<td></td>
</tr>
</tbody>
</table>

Data in Table 1 shows the extent to which principals’ supervision of lesson notes on Business studies teachers’ efficiency in junior secondary schools in Rivers State is high to a extent. This is seen in the responses which revealed that it enhance quality and efficient (\(x = 2.68\) and SD = 1.16), Sequence of activities to be achieved is identified (\(x = 2.66\) and SD = 1.17), Establish relationship between the past and future lesson (\(x = 2.63\) and SD = 1.18), Making a particular topic measurable (\(x = 2.54\) and SD = 1.19), Evaluate students’ knowledge on the subject matter (\(x = 2.61\) and SD = 1.19), it promotes students’ skills, knowledge and understanding. (\(x = 2.53\) and SD = 1.19) and it provides feedback on teachers and students performance (\(x = 2.53\) and SD = 1.15). Therefore, the grand mean and standard deviation of 2.60 and 1.18 respectively, shows that principal supervision of lesson note is to a high extent.

Research Questions 2
To what extent does principals’ supervision of school records enhance teachers’ efficiency in junior secondary schools in Rivers State?

Table 2: Computation of mean and standard deviation of responses on the Influence of Principals Supervision of School Records on Business Studies Teachers Efficiency (N =432)

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>(\bar{X})</th>
<th>SD</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Provide clear picture of the performance of the teacher</td>
<td>2.68</td>
<td>1.15</td>
<td>High Extent</td>
</tr>
<tr>
<td>9</td>
<td>Enable principals to assess the performance of the teachers.</td>
<td>2.67</td>
<td>1.15</td>
<td>High Extent</td>
</tr>
<tr>
<td></td>
<td>Storing and transmitting information about the success and weaknesses of the teachers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Keeps a concise and accurate timeline of activities in school</td>
<td>2.64</td>
<td>1.15</td>
<td>High Extent</td>
</tr>
<tr>
<td>11</td>
<td>Enhance proper administrative supervision of the teacher.</td>
<td>2.65</td>
<td>1.16</td>
<td>High Extent</td>
</tr>
<tr>
<td></td>
<td>It helps to regulate parents and teacher to keep accurate timeline of events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>It promotes effective tool for school administration</td>
<td>2.65</td>
<td>1.16</td>
<td>High Extent</td>
</tr>
<tr>
<td></td>
<td>Grand Mean/SD</td>
<td>2.81</td>
<td>1.15</td>
<td>High Extent</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Mean/SD</strong></td>
<td><strong>2.68</strong></td>
<td><strong>1.15</strong></td>
<td></td>
</tr>
</tbody>
</table>
Data in Table 2 revealed a grand mean and standard deviation of 2.68 and 1.15 respectively, indicating that principals’ supervision of school records on Business studies teachers’ efficiency in junior secondary schools in Rivers State got a high extent. This is observed in the responses which revealed that provide clear picture of the performance of teachers (x = 2.68 and SD = 1.15), Enable principals to assess the performance of the teacher (x = 2.67 and SD = 1.15), Storing and transmitting information about the success and weaknesses of the teachers (x = 2.64 and SD = 1.15), Keeps a concise and accurate timeline of activities in school (x = 2.65 and SD = 1.16), Enhance proper administrative supervision of the teacher (x = 2.65 and SD = 1.16), It helps to regulate parents and teacher to keep accurate timeline of events (x = 2.67 and SD = 1.16) and it promotes effective tool for school administration (x = 2.81 and SD = 1.15) Therefore, the grand mean and standard deviation of 2.68 and 1.15 respectively, shows that principal supervision of school records is to a high extent.

Hypotheses

Hypothesis 1

Ho₁: There is no significant relationship between principals’ supervision of lesson notes and business studies teachers’ efficiency.

Table 3: Summary of r-cal analysis on the relationship between principals’ supervision of lesson notes and business studies teachers’ efficiency

<table>
<thead>
<tr>
<th>Items</th>
<th>Σx</th>
<th>Σx²</th>
<th>Σy</th>
<th>Σy²</th>
<th>Σxy</th>
<th>Df</th>
<th>α</th>
<th>r-cal</th>
<th>r-crit</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson notes</td>
<td>18.18</td>
<td>47.24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
<td>0.098</td>
<td>Rejected</td>
</tr>
<tr>
<td>Business Studies teachers’ efficiency</td>
<td>18.18</td>
<td>47.24</td>
<td>47.19</td>
<td>430</td>
<td>0.05</td>
<td>0.92</td>
<td>0.098</td>
<td>Rejected</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 disclosed an r-cal of 1.00 at degree of freedom (df) 430 at 0.05 level of significance. Since the r-cal value of 1.00 is greater than 0.098. This implies that the hypothesis – No relationship between principal supervision of lesson notes and teachers’ efficiency was rejected. Therefore, there is a significant relationship between principal supervision of lesson notes and business studies teachers’ efficiency.

Hypothesis 2

Ho₂: There is no significant relationship between principals’ supervision of school records and business studies teachers’ efficiency.

Table 4: Summary of r-cal analysis on the relationship between principals’ supervision of school records and business studies teachers’ efficiency

<table>
<thead>
<tr>
<th>Items</th>
<th>Σx</th>
<th>Σx²</th>
<th>Σy</th>
<th>Σy²</th>
<th>Σxy</th>
<th>Df</th>
<th>α</th>
<th>r-cal</th>
<th>r-crit</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>School records</td>
<td>18.77</td>
<td>50.35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.92</td>
<td>0.098</td>
<td>Rejected</td>
</tr>
<tr>
<td>Business Studies teachers’ efficiency</td>
<td>18.18</td>
<td>47.24</td>
<td>44.76</td>
<td>430</td>
<td>0.05</td>
<td>0.92</td>
<td>0.098</td>
<td>Rejected</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 shows an r-cal value of 0.92 at degree of freedom (df) of 430 at 0.05 level of significance. Since the r-cal value of 0.92 is greater than the table value of 0.098, this implies that the hypothesis – There is no relationship between principal supervision of school records and business studies teachers’ efficiency is rejected and alternate hypothesis is rejected.
DISCUSSION OF FINDINGS
From the result presented in the study, it was revealed that Principals’ supervision of lesson notes influenced Business studies teachers in Junior Secondary Schools in Rivers State at a high extent mean response. This agrees with the assertion of Scrivener (2018), that lesson note is important as it gives a sense of direction in relation to standard. Himanshu (2019) supported that lesson note has certain definite functions to perform which are indispensable in good teaching.
It was also disclosed in this study in hypothesis two that there is a significant relationship between Principals’ supervision of lesson records and Business studies teachers’ efficiency in Junior Secondary Schools in Rivers State to a high extent mean responses. This corroborates with the study of Durosaye (2019) that school records are important tools for effective planning and administration of a school. Adebowale and Osuji (2018) confirmed students records as the documented information generated, collected or received in the initiation, conduct or completion of an activity.

CONCLUSION
Based on the findings, it was concluded that principals’ supervisory technique enhances teachers’ efficiency through: quality and efficient teaching of a lesson, development of sequence of activities, lesson becomes measurable as well as providing opportunities for evaluating students’ on the subject matters.

RECOMMENDATIONS
Based on the findings in the study, the researcher made the following recommendations;
1. Lesson notes should be consistently supervised and monitored by the principals for quality assurance.
2. School records should be adequately-supervised by the principals to enhance continued proficiency of the teachers.

REFERENCES


Scrivener, J. (2018), 6 reasons why it is important to have a lesson plan.  
https://teachablemath.com/6-reasons-why-it-is-important-to-have-a-lesson-plan 4/9/19