

EXPLORING THE RELATIONSHIP BETWEEN SCHOOL SUPERVISION AND TEACHERS' COMMITMENT IN ZAMFARA STATE, NIGERIA

BY

Anas Hamisu Lawal: Zamfara State Investments and Property Development Company Limited

Abbas Sani Dahiru: Department of Educational Foundations, Federal University, Gusau;
E-mail: abbassanidahiru@fugusau.edu.ng

&

Jibril Almustapha: Department of Educational Foundations, Federal University, Gusau

Abstract

The purpose of this study is to determine the relationship between School Supervision and Teachers' Commitment in Public Secondary Schools of Gusau Local Government Area, Zamfara State, Nigeria. A correlational survey design was employed to carry out the research. The population of the study consisted of 367 teachers in the 28 Public Secondary Schools in Gusau LGA. 190 teachers and 19 schools were randomly sampled using Krejcie and Morgan's table of determining sample size. Two instruments were adopted for the data collection from the respondents in the study. The collected data were analyzed using Pearson Product Moment Correlation. The study variables were found to have a correlation coefficient of 0.532 ($r=0.532$, $p<0.05$). The study revealed that, school supervision and teachers' commitment in public secondary schools in Zamfara State are significantly correlated. It is recommended that, policy makers should endeavor to formulate new viable policies to improve the nature and level of school supervision which will help towards the promotion of teachers' commitment to their jobs.

Keywords: Teacher Commitment, School Supervision, Public Secondary Schools

Introduction

Education is one of the important factors that help in bringing about rapid social and economic development in any given country. This is due to the empirical experiences that it is through the medium of education that the various categories of manpower are developed. Hence, it is the manpower resources that manipulate the available physical and financial resources to provide the services and functions that bring about national development (Dahiru, 2013). Schools are the formal agencies of education where the future citizens are shaped and developed through the process of teaching and learning, and need to help all students to develop their potentials and to improve their achievement. So schools must improve their basic functions of teaching and learning that aimed at helping and improving all teachers to raise students learning thought instructional supervision (Dea, 2016). Teachers are regarded as instruments that should be closely supervised to ensure that they mechanically carried out the methods of procedure determined by administrative and special supervisors (Dea, 2016; Senge *et al.*, 2000). School supervision is an essential practice of monitoring the performance of teachers towards improving the standard of education. Supervision can be referred to as all the efforts of designated school administrators directed towards providing leadership to teachers to improve their job performance (Adanu, Kajo & Odeh, 2019). Interestingly, modern educational supervision has a democratic outlook and its co-operative and comprehensive nature encompasses the teachers, students, administrators, parents and all other concerned with the machinery of educational institutions, under its roof, making it an integral organ of the body of education (Das, 2021).

Teachers' commitment in education portrays vital significance on the determination of the level of teachers' job satisfaction, teachers' emotional connection, teacher's personality identification, and above all, teachers' participation in the teaching profession and its objectives. Especially in regards to: motivation of the teacher to identify with and the aspiration not to drop the profession for self-interested desires (Ayele, 2014). Furthermore, the principles of school supervision include: goal development, programme development, control and coordination, motivation, problem solving, professional development Evaluation of educational outcomes (Ogunsanya, 2021). Prior research investigations revealed that, educational sector in Zamfara State has been underdeveloped. This assertion has been confirmed in a policy document of Zamfara State Government: Education Sector Medium Term Sector Strategy (2017), which stated that, Zamfara State is one of the educationally challenged states in the country. The importance of school supervision has been reorganized in Nigeria. Many educationists agreed that, supervision promotes improvement and for this reason, it becomes imperative that effective school supervision must be

encouraged so as to ensure the effective teaching and learning processes in Nigerian Schools, most especially in public secondary schools (Dahiru, 2013). Gusau LGA (As the geographical area of this study) has 53.55% of qualified teachers teaching in the public secondary schools. Thereby leaving 46.45% as unqualified teachers, whose professional teaching commitment is at a low ebb. And, they are in need of periodical monitoring, supervision and/or inspection from the relevant educational authorities in order to improve the intrinsic and extrinsic commitment to their professional duties (Teacher Development Programme, 2017; Arewa Research and Development Project, 2019). According to Teacher Development Program (2017), educational administration, planning and supervision and well-being of teachers and professional commitment of teachers encountered problems due to the maximum political interference injected in most of educational authorities in the state. Consequently, lack of interest and commitment as well as interest to the job has been found to affect teachers' effectiveness.

Objectives of the Study

The main objective of this paper is to examine the relationship between school supervision and teacher's commitment in public secondary schools of Gusau Local Government Area of Zamfara state.

Research Hypothesis

H01: There is no significant relationship between School Supervision and Science Teachers' Commitment in Public Secondary Schools of Gusau Local Government Area, Zamfara State.

Literature Review

Teacher Commitment

Teachers are generally considered as the most important resource in the education sector. An important variable in teacher quality in schools is teacher commitment (Peretomode, 2018). Organisational commitment is defined as the strength of an individual's recognition and participation in a particular organization, and can be categorised by a firm belief and acceptance of organisational principles, values and goals, and a willingness to do so on behalf of the organisation, and a strong desire to maintain membership and continue to work for the organization (Mowday, Porter & Steer, 2013). Li *et al.*, (2019), viewed commitment as the agreement among members of a particular organisation to the goals, mission and vision along with their willingness to continue serving and displaying strong loyalty towards their hosting organisation. If a member possesses no commitment to the organisation, this will create numerous issues such as poor-quality work, attendance and disciplinary issues, reduced contribution to the success of the school, and reluctance to cooperate with other members within the organisation (Mansor, Abdullah & Jamaludin, 2021). Jafar (2021) stressed that teachers' commitment varies according to the purposes they are committed to. That is, teachers can be committed to teaching itself, to their school organizations, or to their students collectively or individually. Teachers' professional commitment refers to the measure of strength of the employees' identification with the goals and values of their profession, having strong faith in it and showing considerable effort to continue in the membership of the profession. Schools need strong and committed manpower for the attainment of educational goals.

To create an effective school, it is necessary to have an effective and committed teacher (Bibiso, Olango & Bibiso, 2017). Teachers' commitment is an investment of personal resources and is closely connected to teachers' work performance. Individual teacher commitment can be analysed to identify centres of commitment in their professional practice (Olurotimi, Asad, & Abdulrauf, 2015).

James (2014) and Jafar *et al.*, (2021) categorised the concept of commitment into three main categories as follows:

i. Affective Commitment: This is defined as the willingness, readiness, cognitive/emotional attachment, favourable professional identity, and decision-making involvement that an employee has with his organisation goals (James, 2014; Jafar *et al.*, 2021).

ii. Continuance Commitment: This refers to the willingness and readiness of personnel to remain in their organisations due to the material investments that the employee secured with "non-transferable" investments. Non-transferable investment includes things such as awesome retirement arrangements, relationships with fellow employees, or things that are significantly valuable to the hosting organisation. Furthermore, continuance commitment includes factors such as active years of in-service experiences and personal benefits that the employee may receive that are reliably unique in the interest of the hosting organisation (James, 2014).

iii. Normative Commitment: Normative commitment deals with sense of belonging and a feeling of obligation. Normative commitment can be explained by other commitments such as marriage, family, religion, among others James (2014). In other words, normative commitment reflects a feeling of obligation to continue employment. Such employees feel that they're in debt and ought to remain with an organization. It develops on the basis of a collection of pressures stem from values that individuals learn during their familial, cultural and organizational socialization processes (Karakus & Aslan, 2014).

Concept of Supervision

Prior research findings in education sector revealed that there is no universally accepted definition of supervision. However, the knowledge of management and administration made it clear that supervision is an administrative function and that it is through such function that leadership is provided to the teachers in the task of their job performance and achievement of school goals (Dahiru, 2013). Adanu, Kajo & Odeh (2019) viewed supervision as the process of helping, guiding, advising and stimulating growth in the subordinate in order to improve on the quality of his work. Supervision could be defined as a day-to-day guidance of all education operations, coordination of the detailed work and cultivation of good working relationship among all the people involved in the teaching-learning process. This service provides educational leadership and guidance to various personnel in the field of education (Olorode & Adeyemo, 2012). Supervision is therefore any program that helps teachers to advance both qualitative and quantitative instructional delivery.

Supervision is necessary in education to ensure uniformity and effectiveness of educational programs it is required to promote teaching and learning in schools. It incorporates checking, enquiry, fact-finding, keeping watch, survey, correction, prevention, inspiration, guidance, direction, diagnosis, and improvement (Olorode & Adeyemo, 2012). Supervision is a professional, continuous and cooperative exercise that covers all aspects of the life of a school. Hence, the instructional supervision sub-systems of the school and influences them (Ogunsanya, 2021). Supervision does not mean an inquisition or fault finding, rather supervision means guidance, assistance, sharing of ideas to all those involved in the process of teaching and learning. It is also means the facilitation or creation and continuous improvement of a conductive learning and teaching environment. The supervision is curriculum development, it is communication it is leadership and it is about helping the teacher and the learner to realize their full potentials in their respective careers (Ogunsanya, 2021). Supervision is a way of advising, stimulating, guiding, improving, refreshing, encouraging and overseeing their operations in order for the supervisors to be successful in their task of supervision (Jacob & Solomon, 2021). Usman (2015) observed that 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, it will have inimical effects on the students' output and the educational objectives may not be achieved, consequently various instructional supervisory techniques should be employed to ensure qualitative and quantities service delivery by the teachers. Furthermore, school supervision addresses issues concerning staff welfare such as health care services, provision of conducive working atmosphere, as well as other motivating incentives that are aimed towards improving the productivity of teachers are being inspected with a view to making them available and adequate (Dahiru, 2013).

Analytically, there are numerous functions which have been performed by school supervision, such as offering leadership, formulation of policies, study of teaching learning situations and recognizing the areas which need improvements, it also assists in improving the interrelation personnel, group interaction and outcome of education (Das, 2020). Other important functions of schoolsupervision include: improvement of teaching and learning situation, providing effective educational leadership and administration, development of educational goals, improving human relations, improving group interactions, improving the outcome of education, improving morale of teachers, development of motivation and problem solving (Das, 2020). School supervision is significant as it serves as a control mechanism that reduces variance between standard policies and procedures and the interpretation and implementation of educational programmes. Supervision in schools is very necessary to inform and discuss with teachers new and alternative methods of teaching. This is due to the fact that there are certain minimum requirements that are essential for schools to maintain the government prescribed standard and the objectives of education (Olorode & Adeyemo, 2012).

Theoretical Framework

As a concept and academic theory, Social System Theory is used to identify relationships which ultimately contribute to a large institution. It was defined as groups and institutions that work together to make a complete whole (Cheyenne, 2018). Therefore, the theory explains the relationship between school supervision and teacher's commitment. Supervision consists of making teachers have relevant qualification/competence, determination, experiences, professional identity/ meaning, abilities & self-efficacy, methodology, job satisfaction & motivation, participation, autonomy, professional growth, students' academic performance and internal supervision. The above mentioned factors are achieved through better remuneration, induction, giving authority, collective performance, training and development, ensuring tenure appointment, promotion and recognition. These make the teachers commit themselves to their jobs affectively, continually and normatively for an effective school system.

Methodology

This study adopted correlational survey design as it tends to find out the relationship between the two variables of the research (School Supervision and Teacher Commitment). The study was plotted on survey design because it was in conformity with the characteristic of the survey research as observed by Kerlinger (1986) and Jafar, Audu & Dahiru (2021). The population of the study consisted of all Public Secondary Schools in Gusau LGA, having a total of 28 Public Secondary Schools with 367 teachers. Random Sampling Technique was utilized to select the right sample. Krejcie and Morgan's table of sample size to determine the appropriate sample size. The sample size selection was done as follows: i. Total number of Secondary Schools in Gusau LGA are 28 and 19 Schools were sampled; ii. Total number of Public Secondary School teachers in Gusau LGA is 367 and 190 were sampled. Two instruments were adopted for the data collection. The first questionnaire used is 'The Teacher Supervision Questionnaire (TSQ) modified by Dahiru (2013). It consists of eighteen (18) items, plotted on 4-point Likert Scale, that is, 1. Strongly Disagree; 2. Disagree; 3. Agree; and 4. Strongly Agree. The instrument was validated by existing research studies like that of Dahiru (2017), Jafar (2018) and Jafar, Audu & Dahiru (2021) to mention but a few. The instrument has a reliability index of 0.05 from the pilot test carried out on a small number of the respondents. The second instrument is the Teacher Commitment Questionnaire (TCQ) developed by Allen (1997) modified by Dahiru (2017) and Jafar (2018). The instrument had a total number of fifteen (15) items measured on 4-point Likert Scale, that is, 1. Strongly Disagree; 2. Disagree; 3. Agree; and 4. Strongly Agree.

It was validated by prior research works like that of Dahiru (2017) and Jafar (2021). It was also reliable looking at its reliability index of 0.65 from the test and re-test conducted on a small number of the respondents. The instrument was adopted due to majority of researchers have identified it as acceptable and of international standard (Dahiru 2017; Jafar, 2020). The aforementioned two instruments were personally distributed to the respondents with the help of a trained research assistant who helped in the distribution and collection of the questionnaires. Out of 190 questionnaires that were administered and distributed to the respondents, 166 questionnaires were accurately filled and returned, which represented an overall return rate of 87%. The data collected from the respondents were analyzed using Inferential Statistics Test the correlational strength and significance of the relationship between the two research variables using Pearson Product Moment Correlation Coefficient on Statistical Package for Social Science (SPSS) '20 version to determine the level of relationship between the research variables.

Results

Table 1: Relationship between School Supervision and Teacher Commitment

Variable	Teacher Commitment	School Supervision
Teacher Commitment Pearson Correlation	1	0. 532
Sig. (2-tailed)		0.05
N	166	166
	0.532	
School Supervision Pearson Correlation		1
Sig. (2-tailed)	0.05	
N	166	166

The Pearson Moment Product Correlation Analysis of Table 1 revealed that there was a significant relationship between school supervision and teacher commitment in public secondary schools of Zamfara State and particularly in Gusau Local Government Area with the value of ($r=0.532$, $p<0.05$). This shows that, the more the school supervision is conducted, the higher the teachers will be committed to their teaching profession in terms of affective, normative and continuance categories of commitment which lead to successful service delivery of schools' activities and students' success in particular.

Discussion

This paper found a significant relationship between school supervision and teachers' commitment in public secondary schools of Gusau LGA of Zamfara State, Nigeria, with a correlational significance of ($r=0.532$, $p<0.05$). From this statistical decision, the null hypothesis formulated for the current study is therefore rejected. In other words, the higher the level of school supervision, the higher the teachers' commitment. This therefore denotes that, there is a need for educational authorities in Zamfara State to put more effortson identification of different approaches of improving school supervision, establish new strategies of implementation of post-supervisionrecommendations in order to improve teaching-learning activities in a public school setting. Thepost-supervision implementation activities should include giving teachers some recognitions throughinvolving them in decision making, respecting them, ensuring them better remuneration, giving them responsibilities with commensurate authorities as well as allowing them all other professional advancements. This will prove the fact that, teachers would become more committed to their profession if the educational stakeholders and/or authorities consider the needs of the teachers found through the regular professional school supervision conducted by the skillful educational supervisors. The findings of this paper as stated aboveare in agreement with the findings of Mohammad (2017), who conducted a research to identifythe effects of school supervision and implementation on teachers' commitment to their professional duties and the students' academic achievement. The outcome of the study pointed out that all six dimensions for teachers' commitment: i. Decision making,ii. Professional growth,iii. Status,iv. Self-efficacy,v. Autonomy, and vi. Impact; are significantly related to the process of supervision's report implementation, as a result of which, teachers will develop much love to their job, develop job satisfaction and finally promote their commitments to teachingprofession. Furthermore, the findings of the current study are in line with that of Das (2020), who conducted a study on the theoretical perceptions on educational supervision, its stages of development and itsinfluence on teaching-learning activities in a school environment. Das' research work observed that there is a significant relationship between school supervision and teachers' commitment to teaching profession. Thus, school supervision becomes a major instrument to develop the standard of education and to ensure quality of education through teachers' commitment who are universally recognized as full-actors in educational proceedings. In addition, the findings of this paper is not different from that of Iroegbu & Etudor-Eyo (2016), who found in their study that, there is a significant relationship between school supervision and teachers' effectiveness that encompasses teachers' commitment to teaching profession. According to Iroegbu&Etudor-Eyo's observations, teachers who are adequately supervised in a school settingare more committed to service more effectively than their counterparts who are not adequately supervised by professional educational supervisors.

Conclusion

The study had sought to determine the relationship between school supervision and teacher commitment in public secondary schools in Zamfara State. Results from this study revealed that, school supervision and teacher commitment in public secondary schools in Zamfara State are significantly correlated. Therefore, the study hereby concludes that teachers work should be characterized by qualification, competence, meaning, determination, experiences, teachers' empowerment, impact, abilities, self-efficacy, status, abilities, autonomy, professional identity, professional growth, effective instructional methodologies, availability of the required instructional materials, job satisfaction, and motivation to increase teachers' participation in all school activities.

Recommendations

It is recommended that:

1. Policy makers should formulate new viable policies to improve the nature and level of school supervision and promote teachers' commitment to teaching profession in the State.

References

- Adanu, O., Kajo, D. T., & Odeh, R. C. (2019). Perceived Influence of Supervision Strategies of Principals on Teachers' Job Performance in Public Secondary Schools in North Central Nigeria. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, Vol. 9, No. 6, pp.54-59.
- Aggarwal, J. (1985). *Theory and Principles of Education: Philosophical and Sociological Bases of Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Alexandra, D. (2017). *Teacher Supply and Demand in Zamfara: Final Report, Teacher Development Programme Publication*, United Kingdom.
- Allen, N. J., & Meyer, J. P. (1997). Commitment in the Workplace: Theory, Research and Application. Thousand Oaks.
- Amei, P., Piliyesi, E., & Anyona, J. (2020). Principal's Instructional Supervisory Roles on Students Academic Performance in Public Secondary Schools of North Pokot Sub County, Kenya. *Journal of Popular Education in Africa*. 4(10), 92 – 113.
- Arewa Research and Development Project. (2019). *Investigation Reports on the Health Education Sectors in Zamfara State*: MacArthur Foundation Publication, United States.
- Bibiso, A., Olango, M., & Bibiso, M. (2017). The Relationship between Teachers Commitment and Female Students Academic Achievements in Some Selected Secondary School in Wolaita Zone, Southern Ethiopia. *Journal of Education and Practice*, Vol.8, No.4.
- Blau, P. M. (1964). Exchange and Power in Social Life. New York, USA: Wiley.
- Dahiru, A.S. (2013). "Relationship between School Supervision and Teacher Efficiency in the Senior Secondary Schools in Gusau Local Government Area of Zamfara State". *Unpublished Master's Degree Project, Department of Educational Foundations. Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto*.
- Dahiru, A.S. (2017). "Relationship between Teacher Empowerment and School Effectiveness among Secondary Schools in Zamfara State, Nigeria". *Unpublished Doctorate Research, Universiti Putra, Malaysia*.
- Das, A. (2020). Educational Supervision: A Theoretical Perspective. *International Journal of Management (IJM) Volume 11, Issue 12*, 982-987.
- Dea, M. (2016). The Nexus between Instructional Supervision, Supervisors' and Teachers': The Practical Paradox and Its Effect on Quality Education a Case of Woliat Zone Administration Elementary and Secondary Schools (1-8). *Journal of Education and Practice*, Vol.7, No.7, 5-34
- Ekanem, N. U., & Obodom, M. I. (2014). Education for All: Problems and Prospects of Science Education in Nigerian School. *Journal of Resourcefulness and Distinction*, Volume 8 No.1, 5-14
- Homans, G. C. (1958). Social Behaviour as Exchange. *American Journal of Sociology*, 63(6), pp.597-606.
- Iroegbu, E.E., & Etudor-Eyo, E. (2016). Principals' Instructional Supervision and Teachers' Effectiveness. *British Journal of Education Vol.4, No.7*, 99-109.
- Jacob, O. & Solomon, T. (2021). Supervision of Secondary School Education in Nigeria: Problems and Suggestion. *European Journal of Humanities and Educational Advancements (EJHEA)* Vol. 2 No.2, 5-15
- Jafar, S. (2018). "Relationship Between Teacher Empowerment and Teacher Commitment." *Unpublished Master's Degree Research Project, Department of Science Education, National Open University of Nigeria*.
- Jafar, S., Audu, A.R., & Dahiru, A.S. (2021). Correlate of Workers' Empowerment and Commitment to Duty among Public Secondary School Teachers in Funtua LGA, Katsina State. *Zamfara International Journal of Education (ZIJE) The Official Journal of the Faculty of Education Federal University Gusau, Zamfara State, Nigeria Maiden Edition (Volume 1, Number 1)*.pp.82-92.
- James, E. (2014). Using Acceptance and Commitment Therapy to Increase Self-Compassion: A Randomized Controlled Trial. *Journal of Contextual Behavioural Science*, Vol. 3 (4), pp.248-257.
- Karakus, M., & Aslan, B. (2014). Teachers' Commitment Focuses: A Three-Dimensioned View. *Journal of Management Development Vol. 28 No. 5, 2009* pp. 425-438.
- Li, H., Sajjad, N., Wang, Q., Ali, A.M., Khaqan, Z., Aminah, S. (2019). *Influence of Transformational Leadership on Employees' Innovative Work Behaviour in Sustainable Organisations: Test of Mediation and Moderation Processes*. Retrieved from <https://doi.org/10.3390/su11061594>
- Manga, E. (2018). A Guide for School Management. Ibadan: Valita Educational Publishers.
- Mansor, A.N., Abdullah, R., & Jamaludin, A.K. (2021). *The Influence of Transformational Leadership and Teachers' Trust in Principals on Teachers' Working Commitment*. Centre of Education Leadership and Policy, Faculty of Education, Universiti Kebangsaan, Malaysia.

- Mohammed, A. & Fatemeh A. A. (2017). Treacherous Masculinities and Assertive Femininities: An Interrogation of Sindiwe Magona's Beauty's Gift. *Mediterranean Journal of Social Sciences, MCSER Publishing, Rome-Italy*, 6-16
- Mowday, R. T., Porter, L. W., & Steers, R. M. (2013). *Employee-Organization Linkages: The Psychology of Commitment, Absenteeism, and Turnover*: Academic Press.
- Mugizi, W., Bakkabulindi, E. K., & Bisaso, R. (2015). Framework for the Study of Employee Commitment. *Makerere Journal of Higher Education ISSN: 1816-6822; Vol. 7, Issue 2*, 15 – 47.
- Ogunsanya, M. (2021). Supervision of Instruction in Education. *Published Lecture Guide, National Open University of Nigeria*.
- Olorode, O. A., & Adeyemo, A. O., (2012). Educational Supervision: Concepts and Practice with Reference to Oyo State, Nigeria. *The Nigerian Journal of Research and Production Volume 20 No 1*.
- Peretomode, V. (2018). Analysis of Teachers' Commitment and Dimensions of Organizational Commitment in Edo State Public Secondary Schools. *Journal of Educational and Social Research, retrieved from https://www.researchgate.net/publication/327862958*.
- Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J. & Kleiner, A. (2000). Schools that Learn. A Fifth Discipline Field Book for Educators, Parents, and Everyone Who Cares about Education. New York, NY: Doubleday.
- Shapira, L. O., & Tsemach, S. (2014). Psychological Empowerment as a Mediator between Sponsored Text (5th ed.). Science and Education: An Open Access and Academic Publisher.
- Usman, Y.D. (2015). The Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State, Nigeria. *Journal of Education and Practice, Vol. 6*, 7-13
- Zamfara State Government. (2011). Zamfara State Education Sector Operational Plan-SESOP- 2011-2013), *Unpublished Documents, Zamfara State Ministry of Education*.