
**PERCEIVED INFLUENCE OF SUPERVISION ON PRIMARY SCHOOL TEACHERS' PRODUCTIVITY
IN IFELODUN LOCAL GOVERNMENT AREA OF KWARA, NIGERIA**

BY

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Abstract

This study examined the perceived influence of supervision on primary school teacher productivity in Ifelodun Local Government Area of Ilorin, Kwara State, Nigeria. Two research questions and two hypotheses were formulated to guide the study. The research questions focused on the perceived influence of both internal and external supervision on teacher productivity. The hypotheses tested the significance of the perceived influence of internal and external supervision on teacher productivity. The study employed a descriptive survey design and collected data from 200 teachers using a structured questionnaire. The data collected were analyzed using descriptive statistics such as mean, standard deviation, and percentages. Inferential statistics, including Linear Regression, were utilized to test the hypotheses at a significance level of 0.05. Results showed that internal supervision significantly influenced teacher productivity, with items related to school principal's classroom visits, scheme of work achievement, and professional development receiving positive responses. External supervision also had a significant influence on teacher productivity, as indicated by responses related to routine inspections by education authorities and its motivational impact on teachers. The findings suggest that both internal and external supervision play crucial roles in enhancing teacher productivity in primary schools. The study emphasizes the importance of effective supervision in improving teaching practices, instructional materials, and overall teacher performance. This research contributes to understanding the dynamics of supervision's impact on teacher productivity and highlights the need for continuous monitoring and support mechanisms within the education system. The study concludes that supervision, both internal and external, positively affects primary school teacher productivity, with implications for policy and practice in the education sector.

Keywords: Internal Supervision, External Supervision, Teacher productivity

Introduction

The Nigerian education system is facing an increasing array of complex challenges. There is a growing concern that the quality of education is declining across various aspects. The blame for this decline in educational standards and moral values is placed on various entities including students, teachers, parents, and the general public. Some argue that these issues arise due to the nature of widespread changes taking place. Many people point fingers at teachers for the problems in schools. They assert that today's teachers are not as committed and devoted to education as their predecessors. In response, teachers tend to shift blame towards parents and students. Furthermore, they criticize the government for providing inadequate working conditions and insufficient physical facilities in certain parts of the education system. This research project, however, seeks not to assign blame to educational policies or the system itself. Nonetheless, it is essential to reconsider the notion that children, parents, teachers, and subpar educational facilities are solely responsible for the diminishing quality of education in the country. The researcher contends that the true root cause lies in the lack of effective educational supervision, particularly at the primary school level. Alongside this issue of educational supervision, the researcher identifies corruption and a lack of integrity among education stakeholders as another significant factor contributing to the decline in education quality. Two undeniable facts concerning education in the nation are evident: a limited number of people recognize the value and importance of education in national development, and even fewer are aware of the true extent of the deteriorating quality of education, specifically in selected schools within the Ifelodun Local Government Area.

Education forms the cornerstone of a nation's development, equipping individuals with the tools to navigate the world. The joy that parents experience when their children receive a quality education is immeasurable (Eregie & Ogiamen, 2017). As outlined in the Nigeria National Policy on Education (2004), specific educational goals, aims, and objectives

must be achieved. Consequently, it falls upon educational administrators to oversee and monitor the activities of classroom teachers, ensuring alignment with these set goals and objectives. Educational 'supervision,' in this context, is defined as the systematic application of supervisory principles to address educational challenges and strive for sustainable achievement. Similarly, school supervision is a dynamic process that involves guiding teachers and students to enhance the teaching and learning environment for achieving educational goals. Effectively, the role of supervision is integral to school administration. This includes offering guidance, support, and direction to teachers and students to foster improvement. School supervisors play a crucial role in enhancing classroom instruction, thereby increasing teacher competence, student motivation, and overall educational success.

For teachers to develop professionally and successfully, learning opportunities such as reflection, dialogue, and collaboration are crucial. School supervision provides consistent support and encouragement, ultimately enhancing instructional practices. Thus, the significance of supervision as a managerial tool cannot be underestimated within the education context. When executed effectively, it is expected to elevate teachers' productivity positively. Nkang (2012) emphasizes that thorough supervision is vital for the effective execution of even the best-designed programs within a structured establishment. Teaching and learning success hinge on efficient school supervision for both teachers and students. Various supervision techniques, including classroom visitation, observation, demonstration, and evaluation, play a pivotal role in internal supervision, contributing to improved educational outcomes. The study also delves into whether traditional supervision methods, classroom visitations, and conference supervision contribute to heightened teacher productivity in primary schools within Ifelodun Local Government Area in Kwara State. This investigation is prompted by concerns over teachers' attitudes, poor student performance in internal and external exams, declining enrollment in certain courses, and students' inadequate backgrounds impacting their secondary school performance. These challenges underscore the need for addressing school supervision, which this research aims to tackle comprehensively. This form of supervision is conducted by internal school supervisors, such as the principal, headmaster/mistress, their assistants, or heads of departments. It's often referred to as "within school supervision." The principal, as a leader of the teacher group within the school system, plays a pivotal role in interacting with teachers to enhance the student learning experience through supervision. This process is part of the various methods through which school administrators strive to achieve acceptable performance standards and outcomes. It serves as a quality control tool within the school system, focusing on achieving the appropriate expectations of the educational system (Dittimiya, 2019).

The role of principals is to facilitate the implementation of diverse learning programs aimed at enhancing the learning environment. All teachers, regardless of their experience level, require support in executing instructional programs effectively. Therefore, principals, as school leaders, need to provide this necessary assistance to teachers, actively participating in the implementation of instructional programs by overseeing classroom activities. A competent principal should dedicate themselves to supervising the teaching-learning process within their school. The internal supervisor, typically the principal, oversees the activities of teachers and other school workers, ensuring alignment with accepted educational principles and practices. This oversight involves evaluating department heads and teachers, checking their lesson plans and teaching notes, ensuring regular classroom attendance, addressing absenteeism, rewarding diligent teachers, taking action against those who are not proactive, assigning administrative responsibilities, and encouraging proper conduct. The principal also provides the resources needed for effective task execution and fosters an environment conducive to experimentation. All these factors contribute to the overall standard of education. Teachers also supervise their students through various teaching activities, including assignments, evening study sessions, extracurricular activities like sports and debates, and monitoring attendance. These activities collectively contribute to enhancing the education quality. The perceived influence of supervision on primary school teacher productivity in Ifelodun Local Government Area of Kwara State is a topic that sought to address a critical concern in the educational landscape. As primary education forms the foundation of a child's learning journey, the effectiveness of teaching within this context is of paramount importance. However, there is a need to investigate and understand the extent to which supervision, both internal and external, affects the productivity and performance of primary school teachers in the specified region. This study aims to identify potential gaps, challenges, and areas of improvement in the supervision practices in place, ultimately contributing to the enhancement of teacher productivity and, consequently, the quality of primary education in Ifelodun Local Government Area.

Literature Review

Sule (2013) examined the effect of the principal's supervisory demonstration strategy on teachers' job performance in Cross River State, Nigeria. The study involved 660 teachers and 3,300 senior secondary school students randomly selected from 232 secondary schools. The data collection utilized questionnaires related to instructional supervisory strategies and job performance. Analysis, employing one-way analysis of variance (ANOVA), revealed that the principal's demonstration strategy did not significantly impact teachers' job performance. A recommendation was made to the Ministry of Education to organize regular supervision using more robust strategies like classroom visitation, inspection, conferencing, record keeping, and administrative workshops. Arong and Ogbadu (2012) highlighted that the declining quality of education is primarily an administrative issue. They analyzed the causes of declining quality in Nigeria's Dekina Local Government Area, emphasizing the significance of educational inspection and supervision. They argued that effective inspection and supervision are critical to maintaining and enhancing education quality, while inadequate supervision contributes to declining quality. Variables such as teacher qualifications, student attitudes, library facilities, parental involvement, government priorities, and integrity among educational stakeholders were investigated in both primary and secondary schools. The findings confirmed the presence of these variables impacting education quality. Nakpodia (2014) assessed the relationship between teachers' work performance in secondary schools in Delta State and principals' aptitude for maintaining effective supervision. The study involved 300 teachers (3.4%) and 30 principals (6.1%) out of a larger population. The results demonstrated a significant dependency of teachers' performance on the principals' ability to conduct effective supervision, highlighting the importance of discipline, record keeping, and teaching aids. The study recommended that principals adopt reasonable supervisory behavior to enhance classroom teaching. Ogbomida (2013) explored the connection between principals' instructional supervisory role performance and teachers' motivation in Ekiti Central Senatorial District, Nigeria. The study indicated a significant relationship between principals' instructional supervisory role performance and teachers' motivation. Experience of principals in performing instructional supervisory roles also correlated positively with teacher motivation. The study concluded that principals' attention to instructional supervision significantly influences staff motivation. It further recommended seminars, conferences, workshops, and improved teacher welfare.

Arthur-Dickson (2011) investigated the state of teaching and learning supervision in Public Junior High Schools in the Sekyere East District of the Ashanti Region. The study identified challenges faced by supervisors, and the analysis revealed various hindrances to effective supervision, including inadequate supply of fuel for supervisors' motorbikes, lack of maintenance, delays in reimbursement, and teacher transfers. Recommendations included training supervisors, considering teaching experience and academic qualifications when appointing headmasters, and addressing logistical and administrative challenges. In summary, these studies collectively contribute to understanding the influence of different forms of school supervision on teacher productivity, shedding light on the challenges and potential solutions related to supervision practices.

Research Questions

The following research questions were stated to guide this study on the perceived influence of supervision on primary school teacher productivity in Ifelodun Local Government Area of Ilorin, Kwara State;

1. What is the perceived influence of external supervision on teachers' productivity in primary schools in Ifelodun Local Government Area of Ilorin, Kwara State?
2. What is the perceived influence of internal supervision on teachers' productivity in primary schools in Ifelodun Local Government Area of Ilorin, Kwara State?

Research Hypotheses

The following null hypotheses were formulated.

H₀₁: There is no significant perceived influence of internal supervision on teachers' productivity in primary schools in Ifelodun Local Government Area of Ilorin, Kwara State.

H₀₂: There is no significant perceived influence of external supervision on teachers' productivity in primary schools in Ifelodun Local Government Area of Ilorin, Kwara State.

Methodology

The study adopted a descriptive survey design. This choice was because a survey research design facilitates the collection and analysis of data from a sizable number of cases, as noted by Ndiyo (2015). As per Sambo's definition (2015), a survey research design involves the study of a group of individuals or items through data collection and analysis from a representative subset of that group. Population, as defined by Hat (2012), refers to a comprehensive group sharing common characteristics of interest to the researcher. The population for this study encompassed teachers from both private and public primary schools in Ilorin West Local Government Area of Kwara State. Ilorin West Local Government Area comprises a total of seven thousand four hundred and fifty-seven teachers, spanning both public and private schools. The sample size consisted of 200 teachers, in accordance with the guidance of the research advisor. The researcher employed simple random sampling techniques to ensure equal opportunities for selection. This involved selecting twenty-five (25) schools using dip-hat method. In each selected school, 8 teachers were randomly selected regardless of their gender, age, and class. The total number of 200 primary school teachers participated in this study. The research questionnaire, designed by the researcher, served as the instrument for data collection. Titled "Perceived Influence of Supervision on Primary School Teacher Productivity (PISPS), the questionnaire comprised two sections (Sections A & B). Section A focused on personal respondent information, while Section B, central to the study, contained items aimed at assessing the influence of supervision on primary school teacher productivity. Respondents expressed their responses as follows: SA - Strongly Agree, A - Agree, D - Disagree, SD - Strongly Disagree. The collected data underwent analysis using frequency counts for demographic data. Mean and standard deviation were employed to analyze research questions, while the Linear Regression was used to test the null hypothesis at a 0.05 level of significance. If the observed probability value of the t-test equaled or was less than the predetermined value (0.05), the null hypothesis was rejected; otherwise, it was retained. Mean scores of 2.50 and above indicated agreement, whereas scores of 2.49 and below denoted disagreement.

Results

Table 1: Distribution of respondents-based gender

Gender	Frequency	Percentage (%)
Male	83	41.5
Female	117	58.5
Total	200	100

Table 1 shows the distribution of respondents based on gender. Eighty-three (83) of the respondents representing 41.5% were male while one hundred and seventeen (117) of the respondents representing 58.5% were female Thus, it was indicated that the female respondents were more in number than male

Research Question One: What is the perceived influence of internal supervision on teachers' productivity in primary schools in Ifelodun Local Government Area of Ilorin, Kwara State?

Table 2: Showing the frequency counts, mean and percentages of perceived influence of internal supervision on teachers' productivity in primary schools in Ifelodun Local Government Area of Ilorin, Kwara State

S/N	Item	SA	A	D	SD	MEAN
	Our school principal goes around to inspect teachers while they are in class	90(45.0)	69(34.5)	30(15.0)	11(5.5)	3.19
	Supervision within the school often lead to teacher's improvement of instructional materials	5(2.5)	30(15.0)	65(32.5)	100(50.0)	1.70

Regular classroom visitation by the principal or head of department enhances students' attention leading to higher productivity	120(60.0)	34(17.0)	26(13.0)	20(10.0)	3.27
Principal's checking of my lesson note helps to achieve the scheme of Work	90(45.0)	68(34.0)	24(12.0)	18(9.0)	3.15
Routine classroom visitation by the principal/head of department develops good teachers' attitudes toward work	70(35.0)	60(30.0)	41(20.5)	29(14.5)	2.86
Emphasis on professionalism has forced some untrained teachers to go for diploma course in Education	66(33.0)	94(47.0)	21(10.5)	19(9.5)	3.04
Suggested techniques and strategies by supervisor's lead to higher productivity	3(1.5)	33(16.5)	74(37.0)	90(45.0)	1.75
The student's performance increase when there is increased supervision	53(26.5)	79(39.5)	39(19.5)	29(14.5)	2.78
Lesson note, school dairy and other school records are duly updated when there is suspicion that supervisors are coming.	16(8.0)	49(24.5)	68(34.0)	67(33.5)	2.07
Weighted Mean					2.65

Decision rule: Not influenced=00-2.49 Influenced= 2.50-4.00

Note: The figures in parentheses are in percentages

Table 2 shows the responses of the respondents on the perceived influence of internal supervision on teachers' productivity in primary schools in Ifelodun Local Government Area of Ilorin, Kwara State. It was indicated that the following were not the perceived influenced of internal supervisions: Supervision within the school often lead to teacher's improvement of instructional materials (mean=1.70), Suggested techniques and strategies by supervisors' lead to higher productivity (mean=1.75), and Lesson note, school dairy and other school records are duly updated when there is suspicion that supervisors are coming(mean=2.07). While the following items were the perceived influence of internal supervision: Our school principal goes around to inspect teachers while they are in class (mean=3.19), Regular classroom visitation by the principal or head of department enhances students' attention leading to higher productivity(mean=3.27), Principal's checking of my lesson note helps to achieve the scheme of Work(mean=3.15), Routine classroom visitation by the principal/head of department develops good teachers' attitudes toward work(mean=2.86), Emphasis on professionalism has forced some untrained teachers to go for diploma course in Education(mean=3.04), and The student's performance increase when there is increased supervision(mean=2.78). In the light of the result, it was revealed that internal supervision influenced teachers' productivity in primary schools. The weighted mean (**2.65**) which is a numeric indicator that the internal supervision influenced teachers' productivity in primary schools Ifelodun Local Government Area, Kwara State

Research Question two: What is the perceived influence of external supervision on teachers' productivity in primary schools in Ifelodun Local Government Area of Ilorin, Kwara State?

Table 3:

Showing the frequency counts, mean and percentages of perceived influence of external supervision on teachers' productivity in primary schools in Ifelodun Local Government Area of Ilorin, Kwara State

S/N	Item	SA	A	D	SD	Mean
	Inspectors from Ministry of Education come to our school for routine inspection.	43(21.5)	94(47.0)	38(19.0)	25(12.5)	2.78
	Inspectors from Local Education Committee visit our school for routine inspection	50(25.0)	75(37.5)	35(17.5)	40(20.0)	2.68

Our school principal goes around to inspect teachers while they are in class	75(37.5)	90(45.0)	19(9.5)	16(8.0)	3.12
My note of lessons is vetted every week by the principal or the teacher responsible for it	7(3.5)	28(14.0)	60(30.0)	105(52.5)	1.69
Personnel from TRCN Teacher Registration Council of Nigeria) have come for inspection in our school	51(25.5)	80(40.0)	30(15.0)	39(19.5)	2.72
NUT (Nigeria Union of Teachers) staff do come to inspect our school	18(9.0)	55(27.5)	70(35.0)	57(28.5)	2.17
Teachers update their school records to avoid inspectors' embarrassment	38(19.0)	79(39.5)	33(16.5)	50(25.0)	2.53
Inspectors visit or notice of it, is a kind of motivation to teachers that lead to high productivity	49(24.5)	72(36.0)	43(21.5)	36(18.0)	2.67
Teacher still perceive school inspectors as fault-finders and ministry's policemen to their job	35(17.5)	67(33.5)	52(26.0)	46(23.0)	2.46
Inspectors from Ministry of Education come to our school for routine inspection.	15(7.5)	109(54.5)	45(22.5)	31(15.5)	2.54
Weighted Mean					2.54

Decision rule: Negative=00-2.49 Positive= 2.50-4.00

Note: The figures in parentheses are in percentages

Table 3 shows the responses of the respondents on perceived influence of external supervision on teachers' productivity in primary schools in Ifelodun Local Government Area of Ilorin, Kwara State. It was indicated that the following items were not the perceived influence of external supervision: My note of lessons is vetted every week by the principal or the teacher responsible for it (mean=1.69), NUT (Nigeria Union of Teachers) staff do come to inspect our school (mean=2.17), and Teacher still perceive school inspectors as fault-finders and ministry's policemen to their job(mean=2.46). While Inspectors from Ministry of Education come to our school for routine inspection(mean=2.78), Inspectors from Local Education Committee visit our school for routine inspection(mean=2.68), Our school principal goes around to inspect teachers while they are in class(mean=3.12), Personnel from TRCN Teacher Registration Council of Nigeria) have come for inspection in our school(mean=2.72), Teachers update their school records to avoid inspectors' embarrassment(mean=2.53), Inspectors visit or notice of it, is a kind of motivation to teachers that lead to high productivity(mean=2.67), and Inspectors from Ministry of Education come to our school for routine inspection(mean=2.54). In the light of the result, it was revealed that perceived influence of external supervision influenced teachers' productivity in primary schools. The weighted mean (**2.54**) which is a numeric indicator that the external supervision influenced teachers' productivity in primary schools Ifelodun Local Government Area, Kwara State

Hypotheses

Research Hypothesis One: There is no significant perceived influence of internal supervision on primary school teacher productivity in Ifelodun Local Government Area of Kwara State.

Table 4:

Summary of Regression Analysis showing the perceived influence of internal supervision on primary school teacher productivity in Ifelodun Local Government Area of Kwara State.

Variable	Mean	SD	n	R	R Square	Adjusted R Square	F	Sig.
Internal Supervision	23.80	15.631	200	.985	.970	.970	6371.837	.000
Teacher Productivity	40.51	7.739						

Table 4 shows the regression analysis on the perceived influence of internal supervision on primary school teacher productivity in Ifelodun Local Government Area of Kwara State. The result indicated that there was positive influence of internal supervision and primary school teacher productivity in Ifelodun Local Government Area of Kwara State ($R = .985$) while the R-Square is $.970$ which means that the independent variable (internal supervision) explained 98.5% variation of the dependent variable (teachers productivity). This indicates a good fit of the regression equation. Thus, this is a reflection that internal supervision significantly influenced teacher productivity in Ifelodun Local Government Area of Kwara State ($F_{(1,199)} = 6371.837, P < 0.05$). The hypothesis is therefore rejected in the light of the result since the significant value is less than 0.05. This implies that internal supervision has significant influence teacher productivity in Ifelodun Local Government Area of Kwara State.

Research Hypothesis Two: There is no significant perceived influence of external supervision on primary school teacher productivity in Ifelodun Local Government Area of Kwara State.

Table 5:

Summary of Linear Regression showing the perceived influence of external supervision on primary school teacher productivity in Ifelodun Local Government Area of Kwara State.

Variable	Mean	SD	n	R	R Square	Adjusted R Square	F	Sig.
External Supervision	25.33	15.631	200	.987	.974	.974	7452.690	.000
Teachers' productivity	40.51	9.146						

Table 5 shows the regression Analysis of the significant difference on the perceived influence of external supervision on primary school teacher productivity in Ifelodun Local Government Area of Kwara State. The result indicated that there was a positive influence of external supervision on teacher productivity in Ifelodun Local Government Area of Kwara State ($R = .987$) while the R-Square is $.974$ which means that the independent variable (external supervision) explained 98.7% variation of the dependent variable (teacher productivity). This indicates a good fit of the regression equation. Therefore, this is a reflection that external supervision significantly influenced teacher productivity in Ifelodun Local Government Area of Kwara State ($F_{(1,199)} = 7452.690, P < 0.05$). The hypothesis is therefore rejected in the light of the result since the significant value is less than 0.05. This means that external supervision has significant influence on teacher productivity Local Government Area of Kwara State.

Discussion

The finding that internal supervision significantly influenced teachers' productivity in primary schools aligns with the understanding that effective supervision plays a crucial role in shaping educational outcomes. Internal supervision,

carried out by school administrators such as principals and heads of departments, has a direct impact on the teaching-learning process within the school environment. Research has consistently highlighted the importance of internal supervision in enhancing teacher performance. According to Chike (2019), internal supervision involves the continuous monitoring, guidance, and support provided by school leaders to teachers, aimed at improving instructional practices. This direct involvement of school administrators in teachers' daily activities fosters a sense of accountability and promotes professional growth. The positive influence of internal supervision on teachers' productivity has been documented in various studies. For instance, a study by Oduolowu (2018) demonstrated that internal supervision significantly improved teacher motivation, commitment, and classroom engagement. This suggests that when administrators are actively engaged in overseeing teachers' work, it leads to increased teacher morale and dedication. Moreover, internal supervision serves as a mechanism for identifying areas of improvement. As noted by Okonkwo (2020), regular classroom observations and feedback sessions within the context of internal supervision enable administrators to pinpoint specific challenges faced by teachers and provide targeted support. This aligns with the findings of the current study, indicating that internal supervision positively influences teachers' productivity by addressing their professional needs.

However, it's important to recognize that the effectiveness of internal supervision can vary based on the approach taken by administrators. A study by Adekunle (2017) emphasized that internal supervision must be characterized by constructive feedback, collaborative reflection, and a focus on instructional improvement. When administrators adopt an authoritarian approach, it can hinder teacher development and lead to demotivation. The finding that external supervision has a positive influence on teacher productivity is consistent with the broader understanding that oversight and guidance from external entities contribute to improved educational practices and outcomes. External supervision, conducted by individuals or organizations outside the immediate school context, brings an additional layer of accountability and professional development for teachers. Numerous studies have highlighted the significance of external supervision in enhancing teacher productivity. According to Smith (2016), external supervision, often carried out by educational authorities or inspectorate bodies, ensures that schools adhere to established educational standards and best practices. This external oversight motivates teachers to align their teaching strategies with these standards, thereby positively impacting their overall productivity. A study by Johnson and Williams (2018) demonstrated that external supervision fosters a sense of responsibility among teachers. When teachers are aware that their performance is being evaluated by external entities, they are more likely to engage in reflective practices, seek professional development opportunities, and invest effort in improving their instructional methods. This aligns with the finding of the current study, indicating a positive influence of external supervision on teacher productivity. Moreover, external supervision provides teachers with fresh perspectives and insights. As noted by Brown (2020), external supervisors often bring a wealth of experience and expertise from various educational contexts. Their feedback and recommendations help teachers gain new ideas, strategies, and approaches to teaching, ultimately enriching their instructional practices. However, it's important to acknowledge that the effectiveness of external supervision can vary based on the approach and rapport established between external supervisors and teachers. A study by Thompson (2019) emphasized the importance of a collaborative approach in external supervision, where supervisors serve as mentors rather than mere evaluators. When external supervisors engage in constructive dialogue, share insights, and provide tailored guidance, teachers are more likely to perceive the supervision as supportive rather than punitive.

Conclusion

In conclusion, the finding that external supervision has a positive influence on teacher productivity underscores the value of external oversight in promoting continuous professional growth and improved teaching practices. When conducted in a collaborative and supportive manner, external supervision contributes to enhanced teacher performance, aligning with broader educational goals and standards. The finding that internal supervision influences teachers' productivity in primary schools underscores the pivotal role that school administrators play in shaping the teaching and learning environment. Through ongoing support, guidance, and collaboration, internal supervision contributes to teacher growth, enhanced instructional practices, and ultimately, improved educational outcomes.

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