

**EFFECT OF SUPERVISION ON TEACHERS' JOB PERFORMANCE IN
PUBLIC SECONDARY SCHOOLS IN IKPOBA OKHA LOCAL
GOVERNMENT AREA OF EDO STATE**

BY

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DEPARTMENT OF EDUCATIONAL MANAGEMENT

UNIVERSITY OF BENIN

BENIN CITY, NIGERIA

JANUARY, 2023

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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CERTIFICATION

We the undersigned names hereby certify that this research work was carried out by AGBAJE TAYE with Matriculation Number: EDU1703404 of the Department Of Educational Management, Faculty of Education, University Of Benin, Benin City in partial fulfillment of the requirements for the Award of Bachelor Degree (B.Sc. Ed) Honours in Education Political Science.

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DEDICATION

This work is dedicated to God Almighty, the Alpha and Omega. The work is also dedicated to my wonderful parents, Mr. and Mrs. Agbaje

ACKNOWLEDGEMENTS

All thanks goes to God Almighty for His protection and mercy upon my life. My sincere appreciation goes to my parents Mr. and Mrs. Agbaje for their continuous support and love. I want to specially thank them for their prayers, cares, parental advice which has really help me thus far. May God bless them abundantly.

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ABSTRACT

This study assessed the effect of supervision on teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and examined. Data was collected from one hundred and sixteen (116) respondents randomly selected from four secondary schools in Ikpoba Okha Local Government Area of Edo State. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted for the study. An analysis of data was done using simple percentage and frequency count.

The findings from the study include that there is an effects of supervision on teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State. It was concluded that there is high level of teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State.

Some of the recommendations made include that government should recruit more trained and qualified classroom supervisors to be able to meet the demands of classroom supervision, and be enough to cater for the professional needs of teachers in the state. It was also recommended that workshops and seminars should be organized regularly for teachers on needs of supervision and what are expected of them in such exercise.

CHAPTER ONE

INTRODUCTION

Background to the Study

The educational system in Nigeria in the 21st Century seems to be more complex as a result of the frequent revision of the curriculum to meet the needs and aspirations of the society. As such, supervision is used as a tool to monitor and guide teachers as they undertake their responsibilities daily to ensure that the curriculum is properly implemented towards the attainment of stated goals and objectives. Supervision exists in every institution as it is a key instrument for ensuring that teachers adhere to the teaching principles required for effective instructional delivery. Supervision evolved from the realization that human beings could only accomplish a little task when they are left to work without control. On this basis, a direction is therefore needed to channel the diverse and disorganized efforts of staff members in an institution to a purposeful stream of productivity to attain a common goal in the school system. This makes supervision an inevitable tool for enhancing teacher job performance in secondary schools (Ogakwu, 2017).

Supervision originated from the Latin word “Super video” meaning to oversee. Supervision can be seen as a way of advising, directing, refreshing, motivating, improving and overseeing certain groups with the hope of pressurizing people to desist from applying wrong process in carrying out certain functions on their jobs and at the same time try to emphasize the importance of cordial relationship in an organization

(Akanbi, 2016). Supervision as a device used for looking over and improving the activities that is geared towards instruction and learners advancement.

Some of the common types of supervision include internal and external supervision. Internal supervision is the type of supervision carried out by internal supervisor in the school such as the principal, headmaster/mistress, their assistant or the heads of departments. It is also referred to as within school supervision. The principal as a leader of group of teachers in the school system has the function of interacting with the teachers in order to improve the learning situation for the students through supervision. External supervision type of supervision carried out by people designated by the Ministry of Education to carry out supervision in schools. This used to be known as inspection. They include those who go by the titles, Chief Inspector of Education, Deputy Inspector of Education, Zonal Inspector of Education, etc. These are Inspectors who are expected, as their primary responsibility, to inspect schools and work directly with teachers to improve the quality of instruction in school. External supervision could also mean an interaction behavior system for the purpose of improving learning situation in schools through advising, guiding, refreshing, encouraging, stimulating, improving and overseeing the work of teachers by Ministry of Education or other institutions set up by the government.

Teacher's job performance can be defined as the actions they perform in schools in order to achieve Educational goals. The job role of the teacher is highly emotion-driven and largely dependent on interactions with other members of the school community

(Afolabi, 2012). Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving educational goals. Teachers job performance could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching or and learning process. The teachers performance could be measured through annual report of his/her activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teacher's commitment to job and extra-curricula activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students work, motivation, class control and disciplinary ability of the teachers. Some of the indices which has been used to adjudged teachers job performance include lesson note writing, classroom management and mastery of subject.

Lesson note Writing has been regarded by many as a crucial indices of teachers' job performance. It is compulsory for teachers in public secondary schools to plan their classes ahead usually through writing of lesson note. The teacher can be require to present their teaching plan per week or per term. The lesson note which is a tool for documenting the flow of topics is an essential characteristics of teachers job performance as it helps teachers in keeping track of how a topic is to be delivered, its objectives and how the teacher is to assess students understanding of what they have been taught.

Classroom management is another pivotal indices of teachers job performance. The ability of teachers to exercise a reasonable level of control over student's behaviour and conduct in the classroom is critical to achieving positive educational outcome. The

teacher in the classroom works with students and through them to achieve the set objectives of the class. This explains why classroom management is a critical part of the total behaviour of teachers. Classroom management is the set of techniques and procedures for ensuring that classrooms run smoothly and effectively. Effective classroom management promotes student's learning and minimizes or even eliminates disruptive behaviour and addresses how to handle disruptive behaviour when it does occur. Thus, the ability of teachers to prevent or address disruptions due to students' behaviour becomes especially more important in achieving positive educational outcomes.

Mastery of subject matter is another important indices of teachers job performance. The mastery of subject matter is the foundation upon which the education of a teacher is based. The teacher requires among other things the skill of mastering the subject matter and being able to establish the interrelationships between different subjects. These are essential for the professional preparation of a teacher and anchor firmly on a foundation of general education of a teacher which contributes to the growth of a teacher as a person. The teacher specializes on the subjects to be taught which generally equips the teacher with scholarly knowledge of those subjects and integrates with professional education leading to new understandings and skills for professional performance (Shantz & Latham, 2016). The mastery of subject content by a teacher greatly determines the quality of teaching and subsequent learning. The teacher with good knowledge of the subject matter is able to plan and teach the lesson by way of highlighting the main points of the lesson to the learner while clarifying the knowledge misconceptions. This is believed to influence

learning and contributes to the quality of teaching and learning. The teacher is required to arrange and manipulate the learning environment which requires a number of tactics intended for learning to take place. This calls for teachers' competence in subject content mastery and content delivery.

The effects of supervision on teachers' job performance cannot be overemphasized. Supervision helps in assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational institution. Instructional supervision is a collaborative effort that involves a set of activities designed to improve teaching and learning exercises. The purpose of instructional supervision in secondary schools by principals is not to identify faults or punish teachers; rather, it is meant to work cooperatively with teachers to improve their job performance. It is one of the elements of the administrative process that is concerned with the day-to-day guiding and directing the activities of teachers to enable them to undertake their teaching job successfully (Akinwumi, 2013). In every school system in Nigeria, instructional supervision serves as the bedrock of any strategy to improve the quality and standard of teaching- and learning process. No matter the pre-job preparation of teachers, the essence of instructional supervision can never be overlooked as it is a process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning in the school system.

Statement of the Problem

Supervision is the bedrock for improving the quality and standard of teaching and learning process. It is a dynamic function that involves the stimulation of teachers while

evaluating their job performance with an ultimate view to improve the entire teaching and learning situation. The teacher's performance is expected to reflect in their ability to drive the change within the schools and therefore making an impact towards the teaching and learning activities in the schools.

Despite effort made by the government to enhance teachers' job performance, the stakeholders in secondary education such as the government, students, parents and community leaders keeps complaining about the continuous failing standard of education and mass failure of student in the West Africa Examination Councils and National Examination Council respectively. This is a call for concern because, if students' academic performance is not encouraging, it therefore, means that teachers are not performing their job effectively. As such, there is a tendency that the teachers are not properly supervised by the principals through professional guidance to improve their job performance. It is against this backdrop that the study seeks to investigate the effect of supervision on teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State.

Research Questions

The following research questions were raised in order to guide the study;

1. What are the effects of supervision on teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State?
2. What are the various techniques of school supervision in public secondary schools in Ikpoba Okha Local Government Area of Edo State?

3. What are some of the indices of teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State?
4. What is the level of teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State?

Purpose of the Study

The general purpose of this study is to examine the effect of supervision on teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State.

The specific objectives are to;

1. Determine the effects of supervision on teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State;
2. Find out the various techniques of school supervision in public secondary schools in Ikpoba Okha Local Government Area of Edo State;
3. Highlight some of the indices of teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State;
4. Ascertain the level of teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State.

Significance of the Study

This study will be of benefit to teachers, school management, education policy makers and other researchers interested in the influence of supervision on teachers' attitude to work. The findings of this study will help teachers to understand and

appreciate the importance of supervision of instruction on effective classroom performance as regards instruction. It will help them understand that instructional supervisors are there to assist them and not to harass them. It will also make them know that the way they perceive supervision of instruction can make or mar their classroom performances.

This study will help the schools' management to have understanding about the teachers' perception on the influence of instructional supervision on class performance. And this understanding will help them realize that the perception of teachers towards supervision of instruction can make or mar the school activities. The result of this research will be useful to education policy makers, as it will enable them to realize the urgent need, to give supervision a pride of place in basic schools, so as to achieve the aims and objectives of basic education.

The findings will also help other researchers to understand better supervision of instruction and help in their researches. It will also assist them in their review of empirical studies. As it will contribute to the existing theories and works on supervision of instruction.

Scope and Delimitation of the Study

The scope of the study includes finding out the effect of supervision on teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State.

The study is delimited to public senior secondary schools in Ikpoba Okha Local Government Area of Edo State.

Definition of Terms

The following terms were defined in the study;

Effect: The capacity to have an effect on the character, development or behavior of someone.

Secondary schools: Post-primary schools usually offering general, technical, vocational courses.

Supervision: A concerted efforts of designated school officials towards providing leadership to all the teachers and all educational works in the improvement of instruction.

Teacher: This is someone who causes learning to take place and impart knowledge, skills, attitudes and values to a learner or group of learners.

Teachers' Supervision: These are the services activities that exist to help teachers to grow professionally to do their work better. They include checking of lesson notes, scheme of work, teachers' punctuality, teachers' regularity in class.

Teachers' job performance: Action teachers perform in schools in order to achieve educational goals.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a theoretical orientation of the study and review of related research studies on the effects of supervision on teachers' job performance. This chapter is divided into the following sub-headings:

- Theoretical Framework
- Concept of supervision
- Types of Supervision
- Techniques of Supervision
- Concept of Teachers' Job Performance
- Indices of Teachers' Job Performance
- Effects of Supervision on Teachers' Job Performance
- Summary of Literature Reviewed

Theoretical Framework

The theoretical framework of this study was built on the Path - Goal Theory of leader effectiveness propounded by Martin G. Evans in 1970. The theory states that supervision is contingent to the satisfaction, motivation and performance of employees.

The theory also argues that the leader engages in supervision that complement subordinate's abilities and compensate for deficiencies. The manager's job is viewed as guiding workers to choose the best paths to reach their goals, as well as the organizational goals. The theory argues that leaders will have to engage in different types of supervision depending on the nature and the demands of a particular situation. It is the leader's job to assist followers in attaining goals and to provide the direction and support needed to ensure that their goals are compatible with the organizations goals.

Path goal theory is relevant to this work in the sense that it is designed to explain how leaders can help subordinates along the path to their goal by selecting supervisory skills that are best suited to subordinates needs and to the situation in which subordinate are. By choosing the appropriate style, leaders increase subordinates expectations for success and satisfaction. This theory will be used to determine the effects of supervision on teachers' job performance in secondary school schools. This theory is also relevant to the work because the framework provided in path-goal theory informs leaders about how to choose appropriate techniques of supervision based on the various tasks the subordinates are being asked to do.

Concept of supervision

The value of supervision has long been recognized in the education setting. Like many other management terms, supervision has no single conception or definition. Indeed, it has been used complementarily with related administrative terms. In whatever context, supervision is meant for the overall improvement of the educational system.

Wiles (2012) defined school supervision as the maximum development of the teacher into the most professionally efficient person he or she is capable of becoming. This definition therefore indicates that school supervision is all about promoting leadership and teachers' growth in educational practices.

Nwaogu (2018) see school supervision as a process or an activity by which an individual or a group of individuals by means of advising and stimulating interest in teachers and pupils help to improve teaching and learning situations in educational institutions. It is also the process of assisting the teacher to improve himself and his instructional abilities so as to enhance effective teaching and learning. So if instruction is not achieved there is something wrong with the supervision. The supervisor ensures that the teacher teaches in such a way that the child understands so that he acquires the abilities, the skills, and attitudes stated in the objectives of instruction.

Beach (2016), defined school supervision as a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within schools and that promotes the career long development of teachers. School supervision is a means of offering to teachers specialized help in improving instruction.

Pierce and Rowell (2015) define school supervision as a developmental process designed to support and enhance an individual's acquisition of the motivation, autonomy, self-awareness, and skills necessary to effectively accomplish the job at hand. They perceives school supervision as a process concerned with growth development of both

human (teachers and other school personnel) and material resources within the school for the ultimate benefit of the learners and the society. According to Bernard (2014), school supervision may be seen as the intervention given by a senior member of a certain profession to a junior group of members working in a similar profession. This relationship is evaluative, extends overtime and has the simultaneous purposes of enhancing the professional functioning of the more junior persons.

Akinkunmi (2011) sees school supervision as all efforts of designated officials towards providing leadership to the teachers and non-teaching staff aiming at the improvement of instruction. It also involves the stimulation of instruction, professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, method of teaching and the evaluation of instruction. Ogunu, (2017) said school supervision is the act of overseeing the activities of teachers and other educational workers in a system to ensure conformity with generally acceptable principle and practice in the educational system. It also provides professional guidance to the school personnel to improve the condition which affects the learning growth and development of teachers and students.

From the foregone definitions given by the different experts, they all commonly stressed on a phenomenon, that is, interaction between and among people are of prime importance in the survival of any organization. As this was once stated by Ogunsaju (2018), whenever more than one person is involved in any activity, interaction is bound to take place in form of an established relationship. In the same vein, since most rationale

activities occurring in human enterprises usually involve people, supervision is evident through interaction for the purpose of achieving the goal of the enterprises.

Types of Supervision

There are basically two types of school supervision namely; internal and external school supervision.

Internal School Supervision: As the name implies, this is the type of supervision carried out by internal supervisor in the school such as the principal, headmaster/mistress, their assistant or the heads of departments. It is also referred to as within school supervision. The principal as a leader of group of teachers in the school system has the function of interacting with the teachers in order to improve the learning situation for the students through supervision. Supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectations of the educational system (Peretomode, 2014); and it is also seen as those activities carried out by principal to improve instruction at all levels of the school system (Dittimiya, 2019). The role of the principals is to facilitate the implementation of the various learning programmes aimed at improving the learning situation. Teachers, whether new or old on the job need necessary support in implementing the instructional programmes.

Principals as school heads therefore, need to provide this support to teachers, they have to be involved in the implementation of instructional programmes by overseeing what teachers are doing with the students. A good principal should devote himself to supervise the teaching - learning processes in his school. The principal as the internal supervisor is the one who oversees the activities of teachers and other workers in the school system to ensure that they conform to the generally accepted principles and practice of education. The principal supervises his heads of departments and teachers by checking their scheme of work and lesson notes, making sure they go to classes regularly, checking absenteeism, rewarding hardworking teachers, and punishing the indolent ones, assigning administrative duties to them and encouraging them to do the right things at the right time. He provides the materials for effective discharge of assigned duties and he encourages experimentation. All these are also inputs into the standard of education. The teacher supervises his students through teaching activities such as giving and grading of assignments, overseeing afternoon and evening prep, conducting extra-moral activities such as sports, debates and drama, checking students' truancy and lateness etc. All the above activities go a long way to enhance standard of education.

External School Supervision: This is the type of supervision carried out by people designated by the Ministry of Education to carry out supervision in schools. This used to be known as inspection. They include those who go by the titles, Chief Inspector of Education, Deputy Inspector of Education, Zonal Inspector of Education, etc. These are Inspectors who are expected, as their primary responsibility, to inspect schools and work

directly with teachers to improve the quality of instruction in school. External supervision could also mean an interaction behavior system for the purpose of improving learning situation in schools through advising, guiding, refreshing, encouraging, stimulating, improving and over-seeing the work of teachers by Ministry of Education or other institutions set up by the government. The Ministry of Education pays routine visits to the schools in order to identify the problems of each school. Where new schools are established, he may pay an advisory visit in order to give necessary advice. The Ministry may also carry out a full inspection. In this exercise the buildings, furniture, equipment, sanitation, water, lighting , library facilities, students and staff records are examined, notes of lesson and audio visual aids are also examined, as well as records such as attendance register, log book, visitors' book, . Cash-book, ledgers, scheme of work, lesson notes, minutes of meetings by Board of Governors and Parents Teachers' Associations. They also visit the classrooms, library and laboratories and assess the general atmosphere of the school, hold consonance with the objectives. It will be very difficult to attain the standard that are set if supervision is not adequate or not undertaken at all. Therefore supervision also helps to enhance the quality of education. Supervision must be seen as a joint commitment among teachers, heads of departments, principals, Ministry of Education officials and even school prefects. When each of these people plays his part very well, supervision will be enhanced. If supervision is regarded as a tool for achieving standard, enough funds should be injected into the supervisory process, so that it can be adequately carried out. Supervisory training must be given to all those who have a stake

in supervision which are school prefects, teachers, heads of departments, principals and Ministry of Education officials.

The Ministry of Education pays routine visits to the schools in order to identify the problems of each school. Where new schools are established, he may pay an advisory visit in order to give necessary advice. The Ministry may also carry out a full inspection. In this exercise the buildings, furniture, equipment, sanitation, water, lighting , library facilities, students and staff records are examined, notes of lesson and audio visual aids are also examined, as well as records such as attendance register, log book, visitors' book, cash book, ledgers, scheme of work, lesson notes, minutes of meetings by Board of Governors and Parents Teachers' Associations. They also visit the classrooms, library and laboratories and assess the general atmosphere of the school, hold consonance with the objectives. It will be very difficult to attain the standard that are set if supervision is not adequate or not undertaken at all.

Techniques of School Supervision

Some of the techniques of school supervision include classroom visitation/observation, teacher visitation, workshop, conferences. Others are micro-teaching and counseling approach.

Classroom Visitation/Observation: This involves the systematic live observation of a teacher and analyzing his or her classroom practices and the teaching-learning process. It is a situation where the teacher is working directly with learners and the supervisor is

present as a witness to observe systematically classroom events. During observation, the supervisor also looks for planning and preparation, lesson presentation, teachers' personality and student- teacher interactions or relationship. It serves to inform supervisors not only of the problems teachers are encountering but also the outstanding practices in effect (Ogunsaju, 2013).

Teacher Visitation: It involves one teacher visiting and observing another teacher in action in another class within the same school (inter-class visitation) or in another school (inter- school visitation). This is particularly helpful if the inexperienced teacher watches experienced teacher in action, thus, helping him to learn how to organize and manage students in the classroom, and to plan effectively and in the effective utilization of resources.

Workshop: This activity involves a small group of people that is temporarily formed to discuss a specific topic, or work on a common problem and trying to find solution(s) to a specific problem. Maximum emphasis is always on interaction and an optimum amount of critical analysis of ideas related to the problem or topic at hand is encouraged in a permissive topic-centered, face-to-face situation (Ogunsaju, 1983). The participants could comprise of teachers, supervisor(s), professional educators or resource persons and the theme of the workshop must either center on educational issues or instructional problems. Educational workshop could be organized at local school level or national level. The workshop must be planned so as to map out the venue, the purpose of the seminar,

logistics involved based on the anticipated number of participants. There are certain features of educational workshop, they are:

- i. Workshop must be held when all the participants would be available.
- ii. Workshop must be a reflection of obvious educational problem of teachers and other professionals.
- iii. It must have a leader, or a coordinator who presides over the planning of the workshop, controls the workshop, ensures attendance of all participants e.t.c.

Conference: A conference is very important technique which the supervisor uses to guide, help and stimulate the supervisees. Any meeting involving two or more people, one being a supervisor and one a teacher is described as a conference. Thus there are two types of conferences:

- a) Person – to – person conference
- b) Supervisor’s conference with teachers.

Micro-Teaching: This is very necessary for teaching both pre-service and in-service teachers. It is a teaching situation which is scaled down in terms of time, class size, and teaching complexity to allow the teacher focus on selected teaching strategy. It is designated to develop new skills and refine old ones. Depending on the availability of facilities, the lesson may be or not video recorded. After the lesson, the teacher together with the supervisor (and the pupils) will view the replay of the lesson, evaluate the person

and discuss aspects of the lesson. The supervisor suggests ways by which the lesson could be improved.

Counseling Approach: It is based on the premise that since teaching is an expression, there are psychological changes in teaching behaviour. Counseling Approach is also based on the assumption that if one can build a sense of personal security and confidence, positive result is expected in the classroom; also teacher's self-concept can be improved. Thereby, the strategies and techniques inherent in ego-counseling, psychotherapy, and client-centered therapy are very relevant to this practice. The absence of specialized training in these aspects may be setback though. In this, the supervisor and the teacher meet with each other outside the classroom. Data or information about the teacher is not gathered directly. The supervisor here is concerned about the teacher's self-awareness.

Concept of Teachers' Job Performance

Teacher's job performance can be defined as the actions they perform in schools in order to achieve Educational goals. The job role of the teacher is highly emotion-driven and largely dependent on interactions with other members of the school community (Afolabi, 2012). Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving educational goals. Teachers job performance could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching or and learning process. Owoeye (2016) asserted that variable of job performance such as effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold

effectively in the school system. In this regard, the teachers' performance could be measured through an annual report of his/her activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teacher's commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers. Some of the indices which have been used to judge teachers' job performance include lesson note writing, classroom management and mastery of subject.

Teachers' job performance could be described in various ways. It could be an act of accomplishing or executing a given task (Oni, 2015). It could also be described as teachers' ability to combine skillfully the right behavior towards the achievement of educational goals and objectives. Teachers' job performance is the work-related activities expected of teachers and how well those activities were executed (Agabi, 2014). Teachers' job performance is the total expected value to the organization of the discrete behavioural episodes that an individual carries out over a standard period of time.

Indices of Teachers' Job Performance

Some of the indices of teacher's job performance involve lesson writing, classroom management and mastery of the subject.

Lesson Writing: It is compulsory for teachers in public secondary schools to plan their classes ahead usually through writing of lesson notes. The teacher can be required to

present their teaching plan per week or per term. This is one of the reasons according to Imoke (2011) why teachers should know how to properly put their teaching notes and plans together. The lesson note which is a tool for documenting the flow of topics is an essential characteristics of teachers job performance as it helps teachers in keeping track of how a topic is to be delivered, its objectives and hown the teacher is to assess students understanding of what they have been taught (Afolabi, (2017). The lesson note writing therefore remains a crucial aspect of the characteristics of teachers job performance as it becomes a written plan of what a teacher will do in order to achieve set goals for the school days, week or year.

Classroom management: Classroom management is a term used to describe those activities which are mainly and directly concerned with the smooth running of classroom lessons despite disruptive behaviour by students. It could be regarded as those educational activities which are directly designed to prevent disruptive behaviour in the classroom. It is possibly the most difficult aspect of teaching for many teachers. It is also the process of organizing the activities of the classroom to ensure effective instruction. According to Oboegbulem (2011), classroom management is the arrangement of students and grouping of activities into units to make for effective teaching and learning. It comprises classroom life, utilization of resources in terms of materials in executing tasks such as planning curriculum, organizing procedures and resources, arranging the environment, monitoring student's progress, predicting potential problems and finding solution to them.

In the classroom, the teacher sets out plans and activities to ensure effective and efficient instruction. The management skills the teacher uses to achieve effective teaching and learning process will determine the extent the students achieve success in their learning (Oboegbulem, 2011). The teacher's management tasks include control of the educational, social and physical environment components. Teachers organize and administer their works in the classroom. Teachers organize richly equip their classrooms, decorate them attractively and adequately, furnish them with seats and instructional materials that will lead to meaningful teaching and learning. This process of organizing the classroom and arranging the materials in the classroom properly is referred to as classroom management. In classroom management, teachers serve as managers. They manage their various classes and perform managerial tasks such as organization of human and materials resources to accomplish desired objectives of the school system. In the contention of Adeboyeje and Afolabi (2012), classroom management involves the judicious organization of both academic and non-academic functions which are essential for effective teaching. Such activities according to them include; keeping of records of class progress, checking class attendance, controlling students conduct and activities, manipulating instructional programmes and materials.

The ability of teachers to exercise a reasonable level of control over student's behaviour and conduct in the classroom is critical to achieving positive educational outcome. The teacher in the classroom works with students and through them to achieve the set objectives of the class. Wigwe (2013) contends that classroom management

recognizes the fact that instructional competence counts very little, if students are not ready to learn or if the class is not disciplined. This explains why classroom management is a critical part of the total behaviour of teachers. Classroom management is the set of techniques and procedures for ensuring that classrooms run smoothly and effectively. Effective classroom management promotes student's learning and minimizes or even eliminates disruptive behaviour and addresses how to handle disruptive behaviour when it does occur (Mendler, 2010). Classroom management include guidance for making a classroom a more effective learning environment, just as it focuses too on avoiding classroom disruptions due to students' behaviour. Thus, the ability of teachers to prevent or address disruptions due to students' behaviour becomes especially more important in achieving positive educational outcomes.

The mastery of subject matter: The mastery of subject matter is the foundation upon which the education of a teacher is based. The teacher requires among other things the skill of mastering the subject matter and being able to establish the interrelationships between different subjects. These are essential for the professional preparation of a teacher and anchor firmly on a foundation of general education of a teacher which contributes to the growth of a teacher as a person. The teacher specializes on the subjects to be taught which generally equips the teacher with scholarly knowledge of those subjects and integrates with professional education leading to new understandings and skills for professional performance (Shantz & Latham, 2016). The mastery of subject content by a teacher greatly determines the quality of teaching and subsequent learning.

The teacher with good knowledge of the subject matter is able to plan and teach the lesson by way of highlighting the main points of the lesson to the learner while clarifying the knowledge misconceptions. This is believed to influence learning and contributes to the quality of teaching and learning. The teacher is required to arrange and manipulate the learning environment which requires a number of tactics intended for learning to take place. This calls for teachers' competence in subject content mastery and content delivery.

Hammond (2016) postulates that among other things, teacher's knowledge of teaching and of subject matter and qualifications attained in teacher training largely determine the effectiveness of a teacher. On a similar note, Peter (2010) and Ball (2011), argue that training teachers on what to teach enables them to prepare for teaching since subject matter is more than just the delivery of facts and information, and the teachers general aim of teaching is assist students to develop knowledge, skills, attitudes and values. It is through the teachers' mastery of subject matter that they are able to help their learners to learn and understand the same subject matter. Teachers' conception of narrow knowledge and possession of inaccurate information on the subject matter may result in passing wrong ideas to the learner or may fail to guide the learners in the right direction.

Mastery of subject matter enables the teacher to teach and explain the subject matter content well and make their learners conceive clearly. There are times when learners encounter intellectual concepts too difficult for learners to comprehend which would only take the intervention of a teacher to simplify or give alternatives responses. This ability is influenced by the teachers' knowledge and understanding of the subject

matter (Wilson & Wineburg, 2012), which gives them ability to appropriately respond to questions from the learners. Majority of student teachers lack the mastery of subject content which influences their knowledge on what to teach and how effectively to teach it in order effect quality teaching to the learners. Difficulties in mastering subject matter by the student teachers affect the quality of learning as the student teachers go to class less prepared which affect their competency and inadequate knowledge gains by the learners.

Effects of Supervision on Teachers' Job Performance

The effects of supervision on teachers' job performance cannot be overemphasized. According to Modebelu (2018), supervision helps in assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational institution. Instructional supervision is a collaborative effort that involves a set of activities designed to improve teaching and learning exercises. The purpose of instructional supervision in secondary schools by principals is not to identify faults or punish teachers; rather, it is meant to work cooperatively with teachers to improve their job performance. It is one of the elements of the administrative process that is concerned with the day-to-day guiding and directing the activities of teachers to enable them to undertake their teaching job successfully (Akinwumi, 2013). In every school system in Nigeria, instructional supervision serves as the bedrock of any strategy to improve the quality and standard of teaching- and learning process. No matter the pre-job preparation of teachers, the essence of instructional supervision can never be overlooked as it is a process of assisting,

directing, stimulating and motivating teachers to enhance teaching and learning in the school system.

Agbim (2016) undertook a study on “Improving Supervision of Instruction in Nsukka Education Zone”; she used 2 supervising personnel, 80 head teachers, and 172 teachers. She used questionnaire to elicit information from these 254 respondents and used mean score and t-test in analyzing the data collected. She came up with the following findings: That organizing professional seminars and workshops promotes professional growth and development of teachers. Also, that short-term courses should be organized for supervisors in form of symposia, conferences. She also came up with the finding that more professional literature in the area of supervision will help the supervisors. And lastly that internal supervision is more effective and external supervisors should be inspectors.

Nwoke (2017) researched on “Supervision of Instruction in secondary schools in Enugu Education Zone, Problems and Strategies for Improvement”. A total of 184 samples were used in the study, which include 10 supervisors, 10 Principals and 164 teachers. The researcher used mean scores and z-test in analyzing the data collected. She came up with the findings that Supervision is a sort of assistance to teachers. Also that teachers do not like to be observed by supervisors younger in age. That supervision enables the ability and qualities of individual teachers to be identified classroom visitation is very important. Also in-service training is effective in promoting effective

teachers performance. And lastly that, through supervision individual potentials are developed.

Okwananso (2018) carried out a research in Anambra state secondary schools to determine which aspect of supervision function principals emphasized and which aspect teachers considered important for instructional improvement and whether teachers and principals agreed on the aspect of supervisors. The samples included 212 teachers, 69 principals from 34 schools in Anambra. Mean and t-test were used to analyse the data. Analysis of the data of the study revealed that supervisors' competence in assisting teachers received the most. That, both teachers and principals considered the supervisor's competence in assisting the teacher as more important than other factor categories. A greater proportion of principals than teachers felt that teachers were involved in the supervisory process.

Amachinagu (2017) in a survey study on "the experience of principals in effective supervision of instruction-A case study of Idah local government area of Kogi State". A proportional random sampling was used in which 100 teachers, 10 principals and 10 supervisors were drawn and administrated from 10 secondary schools in the local government. Based on the findings, it was discovered that principals were not prepared to face the demand of modern supervision, in-ability of principals and supervisors to involve staff in decision-making and exercises, sound and mature judgment, inadequate classroom visitations and observations, lack of mental and physical health, absence of instructional leadership and curriculum development. However, the study observed that

the principals in the local government under study are qualified and that male and long serving principals supervised better than female and in-experienced principals.

Nwanozie (2011) carried out another survey study on the need for adequate supervision of secondary schools in Imo State with particular reference to Obioma Ngwa local government area. A total of 275 classroom teachers and 25 principals were used as samples from all the secondary schools in the local government. The study arrived at the conclusion that proliferation of secondary schools in the state and the upsurge in admission policy from the nation's quest for mass literacy, self reliance has made it necessary for schools to be promptly supervised to enhance the reactivation of our educational objectives.

Summary of Literature Reviewed

The literature reviewed critically examined the concept of supervision, types and techniques of supervision. From the literature reviewed, supervision could be seen as a process or an activity by which an individual or a group of individuals by means of advising and stimulating interest in teachers help to improve teaching and learning situations in educational institutions. Types of supervision include internal and external supervision. Techniques of supervision as seen from the literature reviewed include classroom visitation/observation, teacher visitation, workshop, conferences. Others are micro-teaching and counseling approach. Thereafter, the literature reviewed examined

the concept and indices of teachers' job performance. Teacher's job performance could be seen as the actions they perform in schools in order to achieve Educational goals. some of the indices of teachers job performance include lesson note writing, mastery of subject matter and teachers' classroom management

Finally, the literature reviewed examined the effects of supervision on teachers job performance. A reviewed of related research on the study shown there is a correlation between supervision and teachers' job performance. The theoretical framework adopted for the study was the path goal theory by Martin. G Evans in 1970.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter is an outlined explanation on information about the research methodology adopted for the study. They are discussed under the following sub-headings:

- Research Design
- Population of Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of Instrument
- Reliability of Instrument

- Method of Data Collection
- Method of Data Analysis

Research Design

The design of the study is the descriptive survey research design. The descriptive survey is a design that collects data on a given population, and describes the data in a systematic manner pointing out the characteristic features or facts about that population. It was designed to examine the effect of supervision on teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State.

Population of Study

The population for the study will comprise of the 583 teachers in the 20 public secondary schools in Ikpoba Okha Local Government Area of Edo State. (Source: Ministry of Education, Iyaro, 2022).

Sample and Sampling Techniques

The sample size for the study will be made up of 116 teachers constituting 20% of the population. With the aid of the simple random sampling technique, twenty nine (29) teachers will be randomly selected from four secondary schools in the local government

thus making it a total of 116 respondents. For the purpose of study, the researcher has adopted simple random sampling technique method.

Research Instrument

The instrument used for the data collection is Likert questionnaire, which was titled “Effect of Supervision on Teachers’ Job Performance Questionnaire (ESTJPQ)”. The questionnaire is divided into two sections, A and B. Section A focuses on the demographic or personal data of the respondent while section B contains information which borders on the problem of this research.

Validity of the Instrument

The constructed questionnaire for the study will be presented to the project supervisor to confirm for content validity. Necessary corrections will be made and after which it will be re-written before it will be administered by the researcher.

Reliability of Instrument

The test re-test method will be used to determine the reliability of the instrument. The questionnaire will be administered to a group of 5 respondents which did not constitute part of the study. The results of their responses will be correlated. The response arrived from the test will be high enough to confirm that the research instrument was reliable.

Method of Data Collection

The questionnaire will be administered by the researcher to the respondents. The researcher will offered information to the respondents on how they should fill their questionnaires and also waited to collect back the filled questionnaires from the respondents after they have answered the questions.

Method of Data Analysis

In analyzing the data, the researcher will made use of frequency count and simple percentage to compute the findings from the research.

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS

This chapter deals with analysis of data obtained in the course of the study. The results that emanated from the analysis are interpreted and discussed. Four research questions were raised in the study. This will enable the researcher to offer valuable

conclusions on the effect of supervision on teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State.

Table 4.1: Distribution of Respondents by Sex

Sex	Frequency	Percentages
Male	40	34.5%
Female	76	65.5%
Total	116	100%

Table 4.1 shows the distribution of respondents according to sex. As shown in the table above, male respondents are 40 which constitute 34.5% while female respondents are 76 representing 65.5%. This indicates that majority of the respondents were females.

Table 4.2: Distribution of Respondents by Age

Age	Frequency	Percentages
25-30 years	21	18.1%

31-35 years	26	22.4%
36-40 years	55	47.4%
40 years above	14	12.1%
Total	116	100%

Table 4.2 shows the age distribution of the respondents. As it shows above, the age of 25-30 are 21 respondents which constitutes 18.1%, 31-35 years are 26 respondents representing 22.4%, 36-40 years are 55 respondents representing 47.4%, 40 years and above are 14 respondents representing 12.1%. This indicates that majority of the respondents fall within the age bracket of 36-40 years.

RESULTS

The results of the research questions are presented below:

Research Question 1: What are the effects of supervision on teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State?

Table 4.3: Distribution of responses on the effects of supervision on teachers' job performance

S/N	Items	Agree	%	Disagree	%	Total No of respondents
1.	Supervision aids stimulation of instruction and professional growth and development of teachers	111	95.7	5	4.3	116
2.	Supervision helps to identifies areas of deficiency where teachers need improvement	113	97.4	3	2.6	116
3.	Supervision helps in assisting and motivating teachers to enhance teaching and learning	109	94	7	6	116
4.	The success of teaching and learning depend on effective schools supervision of teachers	101	87.1	15	12.9	116
5.	Through supervision, teachers' individual potentials are fully developed	104	89.7	12	10.3	116

The analysis of data in Table 4.3 revealed that under item 1, 111 respondents representing 95.7% of the sampled population agreed that supervision aids stimulation of instruction and professional growth and development of teachers while 5 respondents representing 4.3% of the sampled population held the contrary opinion. Under item 2, 113 respondents representing 97.4% of the sampled population agreed that supervision helps to identifies areas of deficiency where teachers need improvement while 3 respondents representing 2.6% of the sampled population held the contrary view. Under item 3, 109 respondents representing 94% of the sampled population agreed that supervision helps in assisting and motivating teachers to enhance teaching and learning

while 7 respondents representing 6% of the sampled population held the contrary opinion. Under item 4, 101 respondents representing 87.1% of the sampled population agreed that the success of teaching and learning depend on effective schools supervision of teachers while 15 respondents representing 12.9% of the sampled population held the contrary opinion. Under item 5, 104 respondents representing 89.7% of the sampled population agreed that through supervision, teachers' individual potentials are fully developed while 12 respondents representing 10.3% of the sampled population held the contrary view.

The analysis of data in the above table therefore implies that there is an effects of supervision on teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State. This is clearly seen as majority of the respondents agreed that supervision aids stimulation of instruction and professional growth and development of teachers and supervision helps to identifies areas of deficiency where teachers need improvement.

Research Question 2: What are the various techniques of school supervision in public secondary schools in Ikpoba Okha Local Government Area of Edo State?

Table 4.4: Distribution of responses on the various techniques of school supervision

S/N	Items	Agree	%	Disagree	%	Total No of
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						respondents
1.	There is weekly marking of teachers' lesson note	97	83.6	19	16.4	116
2.	The head of various departments in the school regularly monitors the activities of teacher under them	99	85.3	17	14.7	116
3.	Ministry of Education officials visits the school from time to time for school supervision	105	90.5	11	9.5	116
4.	The school principal monitors teachers during their lesson delivery	102	87.9	14	12.1	116
5.	Workshop is organized for teachers to assist them in their professional growth and development	81	69.8	35	30.2	116

The analysis of data in Table 4.4 indicated that under item 1, 97 respondents representing 83.6% of the sampled population agreed that there is weekly marking of teachers' lesson note while 19 respondents representing 16.4% of the sampled population held the contrary view. Under item 2, 99 respondents representing 85.3% of the sampled population agreed that the head of various departments in the school regularly monitors the activities of teacher under them while 17 respondents representing 14.7% of the sampled population held the contrary view. Under item 3, 105 respondent representing 90.5% of the sampled population agreed that Ministry of Education officials visits the school from time to time for school supervision while 11 respondents representing 9.5% of the sampled population held the contrary opinion. Under item 4, 102 respondents representing 87.9% of the sampled population agreed that the school principal monitors teachers during their lesson delivery while 14 respondents representing 12.1% of the sampled population held the contrary opinion. Under item 5, 81 respondents representing 69.8% of the sampled population agreed that workshop is organized for teachers to assist

them in their professional growth and development while 35 respondents representing 30.2% of the sampled population held the contrary view.

The analysis of data in the above table therefore implies that weekly marking of teachers' lesson note, visitation from Ministry of Education officials, monitoring of teachers' activities by head teachers, monitoring of teachers' activities by school principal and workshop organized for teachers all constitutes the various techniques of school supervision in public secondary schools in Ikpoba Okha Local Government Area of Edo State.

Research Question 3: What are some of the indices of teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State?

Table 4.5: Distribution of responses on some of the indices of teachers' job performance

S/N	Items	Agree	%	Disagree	%	Total No of respondents
1.	Teachers have deep knowledge of the subject matter they are assigned to teach	114	98.3	2	1.7	116
2.	Teachers' lesson note are regularly	113	97.4	3	2.6	116

	up-to-date					
3.	Teachers regularly take students to the school laboratory as at when necessary	108	93.1	8	6.9	116
4.	Teachers adopts the right teaching methods that will suit the classrooms in order to achieve effective classroom management	110	94.8	6	5.2	116
5.	Teachers enforce effective discipline in the classroom during their lesson delivery	107	92.2	9	7.8	116

The analysis of data revealed that under item 1, 114 respondents representing 98.3% of the sampled population agreed that teachers have deep knowledge of the subject matter they are assigned to teach while 2 respondents representing 1.7% of the sampled population held the contrary opinion. Under item 2, 113 respondent representing 97.4% of the sampled population agreed that teachers' lesson note are regularly up-to-date while 3 respondents representing 2.6% of the sampled population held the contrary opinion. Under item 3, 108 respondents representing 93.1% of the sampled population agreed that teachers regularly take students to the school laboratory as at when necessary while 8 respondents representing 6.9% of the sampled population held the contrary opinion, under item 4, 110 respondents representing 94.8% of the sampled population agreed that teachers adopts the right teaching methods that will suit the classrooms in order to achieve effective classroom management while 6 respondents representing 5.2% of the sampled population held the contrary view. Under item 5, 107 respondents representing 92.2% of the sampled population agreed that teachers enforce effective

discipline in the classroom during their lesson delivery while 9 respondents representing 7.8% of the sampled population held the contrary opinion.

The analysis of data in the above table therefore implies that teachers' knowledge of subject matter, lesson note writing, teachers' involvement in laboratory work, teaching methodology and enforcement of school discipline all constitutes some of the indices of teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State.

Research Question 4: What is the level of teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State?

Table 4.6: Distribution of responses on the level of teachers' job performance

S/N	Items	Agree	%	Disagree	%	Total No of respondents
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1.	Teachers possesses strong communication skills in classroom lesson	106	91.4	10	8.6	116
2.	Teachers often make use of their lesson note when teaching	114	98.3	2	1.7	116
3.	Teachers are able to properly motivates their students	103	88.8	13	11.2	116
4.	Teachers usually make clear rules are regulation in the beginning of their lesson	104	89.7	12	10.3	116
5.	Teachers usually keep to their allotted time in their lesson delivery	95	81.9	21	18.1	116

The analysis of data in Table 4.6 revealed that under item 1, 106 respondents representing 91.4% of the sampled population agreed that teachers possesses strong communication skills in classroom lesson while 10 respondents representing 8.6% of the sampled population held the contrary opinion. Under item 2, 114 respondents representing 98.3% of the sampled population agreed that teachers often make use of their lesson note when teaching while 2 respondents representing 1.7% of the sampled population held the contrary view. Under item 3, 103 respondents representing 88.8% of the sampled population agreed that teachers are able to properly motivate their students while 13 respondents representing 11.2% of the sampled population held the contrary opinion. Under item 4, 104 respondents representing 89.7% of the sampled population agreed that teachers usually make clear rules are regulation in the beginning of their lesson while 12 respondents representing 10.3% of the sampled population held the contrary view. Under item 5, 95 respondents representing 81.9% of the sampled population agreed that teachers usually keep to their allotted time in their lesson delivery

while 21 respondents representing 18.1% of the sampled population held the contrary opinion.

The analysis of data in the above table therefore implies that there is high level of teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State. This could be seen as majority of the respondents agreed that teachers possesses strong communication skills in classroom lesson and that teachers often make use of their lesson note when teaching.

Discussion of Findings

Findings from the study revealed that there is an effects of supervision on teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State. This is clearly seen as majority of the respondents agreed that supervision aids stimulation of instruction and professional growth and development of teachers and supervision helps to identifies areas of deficiency where teachers need improvement. In support of the findings, Afianmagbo (2017) found out that school supervision contributes immensely to students' academic performance because through supervision, teachers are assisted to improve themselves and their instructional abilities so as to enhance effective teaching resulting to improved academic performance of learners. Also supporting the findings, Ada (2018) observed that when properly supervised, the teachers become adequate and competent in the practice of their profession and the students have greater chances of getting the kind of education they need to play their role in the society.

Findings from the study also revealed that weekly marking of teachers' lesson note, visitation from Ministry of Education officials, monitoring of teachers' activities by head teachers, monitoring of teachers' activities by school principal and workshop organized for teachers all constitutes the various techniques of school supervision in public secondary schools in Ikpoba Okha Local Government Area of Edo State. The result of this study supported that of Oni (2014) who in a study conducted in Lagos State found out that various techniques of supervision in the state ranges from classroom visitations to interval checking of students note book.

Findings from the study further revealed that teachers' knowledge of subject matter, lesson note writing, teachers' involvement in laboratory work, teaching methodology and enforcement of school discipline all constitutes some of the indices of teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State. Corroborating the findings, Okioto (2019) found out that teachers' mastery of subject matter coupled with teaching methodology adopted by teachers constitutes an indispensable variables of teachers' job performance.

Findings from the study revealed that there is high level of teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State. This could be seen as majority of the respondents agreed that teachers possesses strong communication skills in classroom lesson and that teachers often make use of their lesson note when teaching. In consonance with the findings, Olaiya (2017) found out that there is encouraging level of teachers' job performance in public schools in recent time.

He further averred that teachers in contemporary time in Nigeria federation are making concerted effort to scale up their performances in order to achieve educational goals and objectives.

CHAPTER FIVE
SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter deals with the summary of the study, the conclusions drawn, results obtained and recommendations offered.

Summary

This study assessed the effect of supervision on teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and examined. Data was collected from one hundred and sixteen (116) respondents randomly selected from four secondary schools in Ikpoba Okha Local Government Area of Edo State. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted for the study. An analysis of data was done using simple percentage and frequency count.

Findings of the research

Findings from the study include:

- That there is an effects of supervision on teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State. This is clearly seen as majority of the respondents agreed that supervision aids stimulation of instruction and professional growth and development of teachers and supervision helps to identifies areas of deficiency where teachers need improvement.
- That weekly marking of teachers' lesson note, visitation from Ministry of Education officials, monitoring of teachers' activities by head teachers, monitoring of teachers' activities by school principal and workshop organized for teachers all

constitutes the various techniques of school supervision in public secondary schools in Ikpoba Okha Local Government Area of Edo State.

- That teachers' knowledge of subject matter, lesson note writing, teachers' involvement in laboratory work, teaching methodology and enforcement of school discipline all constitutes some of the indices of teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State.
- That there is high level of teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State. This could be seen as majority of the respondents agreed that teachers possesses strong communication skills in classroom lesson and that teachers often make use of their lesson note when teaching.

Conclusion

The study examined the effect of supervision on teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State. Based on the findings of the study, the researcher concluded that there is an effects of supervision on teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State. It was also concluded that there is high level of teachers' job performance in public secondary schools in Ikpoba Okha Local Government Area of Edo State.

Recommendations

Based on the findings and conclusion drawn, the following recommendations were proffered:

1. Ministry of Education needs to organize workshops, conferences, symposia and seminars for principals to enable them to acquire the requisite knowledge and skills needed for classroom observation of teachers to identify their teaching weaknesses and develop strategies for teachers to overcome the weaknesses and perform their jobs effectively
2. Government should recruit more trained and qualified classroom supervisors to be able to meet the demands of classroom supervision, and be enough to cater for the professional needs of teachers in the state.
3. Workshops and seminars should be organized regularly for teachers on needs of supervision and what are expected of them in such exercise.
4. Necessary facilities and instructional materials should be supplied to all secondary schools in order to generate effective and functional school system that would facilitate effective supervision exercise.

Suggestions for Further Studies

The researcher focused on the effect of supervision on teachers' job performance only in public secondary schools in Ikpoba Okha Local Government Area of Edo State. Similar research can be carried out in other local government areas of the state for a better generalization of the study.

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DEPARTMENT OF EDUCATIONAL MANAGEMENT

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

Dear Respondent,

I am a final year student of the above named department and institution. I am carrying out a research project on the **Effect of Supervision on Teachers' Job Performance in Public Secondary Schools in Ikpoba Okha Local Government Area of Edo State.**

Honestly, the research is purely for academic purposes to complete my degree in **EDUCATION POLITICAL SCIENCE**, any information received by you would be treated with utmost confidentiality. I would appreciate if you can help by filling this questionnaire accurately with sincerity. Thank you for your cooperation.

QUESTIONNAIRE ON THE EFFECT OF SUPERVISION ON TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN IKPOBA OKHA LOCAL GOVERNMENT AREA OF EDO STATE

Section A: Demographic Data

Age: 25-30 () 31-35 () 36-40 () 40 years and above ()

Sex: Male () Female ()

Section B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
	Effects Of Supervision On Teachers' Job Performance				
1.	Supervision aids stimulation of instruction and professional growth and development of teachers				
2.	Supervision helps to identifies areas of deficiency where teachers need improvement				
3.	Supervision helps in assisting and motivating teachers to enhance teaching and learning				
4.	The success of teaching and learning depend on effective schools supervision of teachers				
5.	Through supervision, teachers' individual potentials are fully developed				
	Various Techniques Of School Supervision				
6.	There is weekly marking of teachers' lesson note				
7.	The head of various departments in the school regularly monitors the activities of teacher under them				
8.	Ministry of Education officials visits the school from time to time for school supervision				
9.	The school principal monitors teachers during their lesson delivery				
10.	Workshop is organized for teachers to assist them in their professional growth and development				
	Some Of The Indices Of Teachers' Job Performance				
11.	Teachers have deep knowledge of the subject matter they are assigned to teach				

12.	Teachers' lesson note are regularly up-to-date				
13.	Teachers regularly take students to the school laboratory as at when necessary				
14.	Teachers adopts the right teaching methods that will suit the classrooms in order to achieve effective classroom management				
15.	Teachers enforce effective discipline in the classroom during their lesson delivery				
	Level Of Teachers' Job Performance				
16.	Teachers possesses strong communication skills in classroom lesson				
17.	Teachers often make use of their lesson note when teaching				
18.	Teachers are able to properly motivates their students				
19.	Teachers usually make clear rules are regulation in the beginning of their lesson				
20.	Teachers usually keep to their allotted time in their lesson delivery				