Academic supervision as a correlate of students’ academic performance in secondary schools in Ekiti State, Nigeria

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The study examined the relationship between academic supervision and students’ academic performance in Secondary Schools in Ekiti State. The work adopted the descriptive survey design and ex-post facto, The population consisted of all the principals and teachers in Secondary Schools in Ekiti State. Multi-stage sampling technique was used to select the schools and teachers. A total number of 1,620 participants teacher were sampled from 60 secondary schools. For the purpose of the study, Ekiti State was divided into three Senatorial District (Ekiti North, Ekiti Central and Ekiti South), in which stratified random sampling techniques was used to select two Local Government Areas in each district to get a total of six Local Governments in the State. Simple random sampling technique was used to select ten (10) secondary schools from each Local Government, simple random sampling technique was used to select 27 teachers from each secondary school. Two (2) instruments: Academic Supervision Questionnaire (ASQ) and profoma of WASSCE results for a period of three years (2011-2013) were used to collect data from the sampled schools. And data analyzed using descriptive statistics and Pearson Product Moment Correlation (PPMC) And hypothesis were tested at 0.05 level of significance. The findings revealed that there is a significant relationship between academic supervision and students’ academic performance \( (r = 0.544, p < 0.05) \). Therefore to achieve quality learning that will improve the academic performance of students, it is important that academic supervision are put in place that will ensure teachers, students, and management guided toward the desired goals and objectives of the schools in terms of students quality output. Based on the findings, the researcher recommended that the School principals should put more efforts on academic supervision so as to improve instructional tasks of teachers and students’ academic performance in secondary schools. School principals should ensure constant feedback and periodic review that is, compare students academic performance with the set goals in order to improve the teaching and learning process.

Key words: Academic supervision, students’ academic performance, secondary schools

INTRODUCTION

Supervision is the process of overseeing the work of teachers with the aim of assisting them to solve their instructional problems so that students can benefit maximally from classroom activities. This can be effected with the involvement of the principal or any other top management member (vice-principal and head of
The goals of the school can be achieved through the continuous supervision of the teaching staff and the non-teaching staff. According to Nwankwo (1984) as cited by Peretomode (2007) supervision can be divided into two categories. These are instructional and personnel supervision. Instructional supervision has been defined as a set of activities which are carried out with the purpose of making the teaching and learning purpose better for the learner.

The situation on supervision in schools which reported by Ezekwensili (2007), shows that, there has not been thorough supervision in schools in recent past decades. The lack of supervision in schools has been the bane of educational policies. A system not supervised and evaluated will not yield the desired result. It is the duty of the school managers to supervise and monitor classroom instructions regularly, thereby reducing inequalities within the horizontal and the vertical instructional delivery system of the school. When supervision is absent, it leads to ineffective curriculum delivery which often cause poor academic performance of students in secondary schools.

**Literature review**

The ultimate aim of supervision is the improvement of teaching and learning for the attainment of educational goals. The teachers and the learning environment which are considered instrumental to students’ learning become the immediate focus of supervision. It systematically helps students to understand themselves, get in touch with their own feelings and monitor their own behaviour (Onasanya, 2006). The value of supervision to teaching and institutional management cannot in any way be under-estimated. It is a programme that helps teachers to analyse their professional programmes and educational inadequacies, which when put together contribute immensely to the falling standard of education.

One of the most crucial reasons for carrying out supervision in schools is to ensure that each individual teacher within the school system performs scheduled duties. Supervision also helps to improve the effectiveness of teachers so that he or she can contribute maximally to the achievement of system goals.

The National Policy on Education (2004), states that to ensure quality control in the school, it is necessary, to have good teacher and supervisors. The primary responsibilities of the supervisor is to see that high standard are maintained and that school are run in accordance to the laid down regulations. The ministry of education appoint principal to improve and maintain standard of school through their supervisory functions. Also Peretomode (2007), suggests that the purpose of instructional supervision in schools is to directly influence the behaviour of teachers and the teaching processes employed to promote students learning, to ensure that each individual teacher within the school system has been performing the duties of which he was scheduled and to cooperatively develop favourable climate for effective and learning.

Based on the review of relevant literature for the study, it could be deduced that there is still a need to investigate the state and reference in teachers supervision as evident in inadequacies in the learning resource, instructional supervision and evaluation which have perhaps have been responsible for the steady decline in students’ academic performance, which forms the basis of carrying out this research.

The poor academic performance can also be attributed to ineffective instructional supervision. For effectiveness, instructional supervision is mostly needed at the secondary school. Owadie (2012) observes that secondary school students’ academic performance in external examinations conducted by the West Africa Examination Council (WAEC) and National Examination Council (NECO), have been low, and this is to the dissatisfaction of the general public. Report of academic performance on students in the Senior School Certificate Examination (SSCE) conducted by West Africa Examination Council (WAEC) in Nigeria was poor in 2011, as only 30.9% of the 1,540,250 candidates obtained credit level passes in five subjects including English Language and Mathematics, while in the 2011 June/July NECO SSCE; only 22.34% of the 1,160,561 candidates obtained credit level passes and above in English Language and 25.14% in Mathematics in the 36 States of the Federation and Federal Capital Territory (Owadie, 2011 and Okpala, 2011).

In 2012 May/June West African Senior School Certificate Examination, out of the 1,672,224 candidates that sat for the examination, only 649,156 candidates, representing 38.81% obtained credit level passes and above in subjects including English Language and Mathematics, in the 36 States of the Federation and the Federal Capital Territory (Owadie, 2012). In 2013, 36.57% obtained five credits and above in subjects including English Language and Mathematics while 31.28% was recorded in 2014 and 39% in 2015. (Eguridu, 2015).

In Ekiti State, the performance of students who obtained credit level passes in five subjects, including English Language and Mathematics in WAEC Examination were 24% in 2010, 33% in 2011, 22.9% in 2012, 29% in 2013 and 33.80% in 2014, in all public secondary schools. Private secondary schools recorded 45% in 2013 which could be considered unsatisfactory by the stakeholders. This implied that the teachers supervision is yet to yield the desired result in secondary schools.
Statement of the Problem

In spite of the efforts being made by the Nigerian Government to improve the quality of education through the instructional supervision of teachers for effective management and instructional task performance, the quality of output (students’ academic performance) seem to be relatively low (below 40%). This situation has become a matter of concern to stakeholders in the education sector and the society at large. The dwindling academic performance may be attributed to the challenges of inadequate supervision of instruction, which has impacted negatively on students’ academic performance in secondary schools.

Purpose of the Study

The purpose of this study is to examine the relationship between teachers supervision and students’ academic performance in secondary schools in Ekiti State.

Research Questions

The following research questions are raised to guide the study:

1. Will there be any significant relationship between teachers’ supervision and academic performance secondary school students? What is the level of students’ academic performance in secondary schools in Ekiti State?

Hypothesis

There is no significant relationship between teachers’ supervision and students’ academic performance in secondary schools in Ekiti State.

METHODOLOGY

Research Design

This study adopted a descriptive research design of the survey type and ex-post facto.

Population of the Study

The population of the study consists of all teachers in all the 183 public Secondary Schools in Ekiti State.

Sample and Sampling Techniques

A multi-stage sampling technique was used to select the schools, and teachers for the study. A total number of 1,620 participants in which 27 teachers (per school) were randomly selected from the 60 secondary schools sampled for the study.

For the purpose of the study, Ekiti State was divided into three Senatorial District (Ekiti North, Ekiti Central and Ekiti South), in which stratified random sampling techniques was used to select two Local Government Areas in each district to get a total of six Local Governments in the State. Simple random sampling technique was used to selected ten (10) secondary schools from each Local Government, simple random sampling technique was used to selected 27 teachers from each sampled secondary schools.

Research Instruments

Two instruments were used to obtain data from respondents: The structured questionnaire tagged “Teachers supervision Questionnaire” (TSQ) and proforma of (WASSCE) results for a period of three years (2011-2013), was collected from sampled schools to ascertain the trend of the academic performance of students.

Data Analysis

The data collected in this study were analyzed using descriptive statistics frequency count, percentage, mean score and inferential statistics, hypothesis were analysis using Pearson Product Moment Correlation (PPMC) and tested at 0.05 level of significance.

Research Question one:

Will there be any significant between academic supervision of principals and students’ academic performance in secondary schools?

Table 1 depicts the mean and standard deviation among the views of teachers on academic supervision duties among principals in Ekiti States and also shows the level of students’ academic performance. A grand average of the mean of academic supervision stood at 2.40; an indication that the level of academic supervisory duties of principals in Ekiti State Secondary Schools was low. It is concluded however from the findings of this study that there is significant relationship between academic supervision of principals and secondary school students’ academic performance in Ekiti state as r-cal is 0.603 and P<0.05.

Research Question two:

What is the level of students’ academic performance in Ekiti State secondary schools?

In order to ascertain the level of academic performance of schools under study, data collected on students WASSCE results for a period of three years (2011-2013) for each sampled school were pooled and averaged to the nearest whole number for each school and the average obtained.

Key: Passed: 5 credits and above including Mathematics and English Language

Failed: Less than 5 credits without English Language and Mathematics.

From the Table 2 above, the result showed that academic performance from Ekiti North Senatorial District
Table 1. Academic supervisory duties and students’ academic performance in Ekiti state secondary schools

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>r-cal</th>
<th>r-tab</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Performance</td>
<td>1,620</td>
<td>54.59</td>
<td>29.35</td>
<td>0.603</td>
<td>0.40</td>
<td>P&lt;0.05*</td>
</tr>
<tr>
<td>Academic Supervision</td>
<td>1620</td>
<td>2.40</td>
<td>0.412</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Field work, July 2015

Table 2. Level of Students’ Academic Performance in Ekiti State Secondary Schools between 2011 and 2013

<table>
<thead>
<tr>
<th>S/N</th>
<th>Senatorial Districts</th>
<th>No. of Candidates</th>
<th>No with 5 Credits and above including English Language &amp; Mathematics</th>
<th>%</th>
<th>No that had less than 5 Credits without English Language &amp; Mathematics</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ekiti North Senatorial</td>
<td>933</td>
<td>486</td>
<td>52.1</td>
<td>447</td>
<td>47.9</td>
</tr>
<tr>
<td>2</td>
<td>Ekiti Central Senatorial</td>
<td>1,650</td>
<td>643</td>
<td>38.9</td>
<td>1,007</td>
<td>61</td>
</tr>
<tr>
<td>3</td>
<td>Ekiti South Senatorial</td>
<td>1,126</td>
<td>652</td>
<td>57.9</td>
<td>474</td>
<td>42.1</td>
</tr>
</tbody>
</table>


Table 3. Summary of Relationship between Teachers’ Supervision and Students’ Academic Performance in Ekiti State Secondary Schools

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>r-cal</th>
<th>r-tab</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Performance</td>
<td>1,620</td>
<td>54.59</td>
<td>29.35</td>
<td>0.544</td>
<td>0.40</td>
<td>P&lt;0.05*</td>
</tr>
<tr>
<td>Teachers Supervision</td>
<td>3709</td>
<td>3.30</td>
<td>0.5708</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* = Correlation is significant at 0.05 level (2-tailed)

Figure 1: Percentage Level of Academic Performance in Ekiti State (Derived from Table 2)

was; out of 933 students that sat for the exam, in the 2011-2013 only 486 (52.1% Passed) with 5 credits including English and Mathematics in SSCE examination while 447 (47.9% failed).

The finding revealed that in the Ekiti Central Senatorial District out of 1,650 that sat for the exam only 643 (38.9% passed) with 5 credits including English and Mathematics in SSCE examination while 1,007 (61% failed).

However, the results from the Ekiti South Senatorial District reveal that out of 1,126 that sat for the exam, 652 (57.9%) passed with 5 credits including English and Mathematics in SSCE examination, while 474 (42.1%) failed. On the total grand average, 48% passed and 52% failed from the sampled schools in Ekiti State. In order to show the variations at a glance, Table 3 is depicted with Figure 1.

Hypothesis

There is no significant relationship between teachers’ supervision and students’ academic performance in Ekiti
In testing the hypothesis, teachers' responses to teachers' supervision items on the instrument in line with students' academic performance was subjected to Pearson's Product Moment Correlation Coefficient to arrive at Table 3. The result of the test performed indicates that there is a positive and significant relationship between teachers' supervision and students' academic performance in Ekiti State secondary schools ($r = 0.544, p < 0.05$). This implies that the hypothesis which states that there is no significant relationship between teachers' supervision and students' academic performance in Ekiti State secondary schools is rejected. The positive value is an indication that as supervision of teachers by their bosses increases, the academic performance of students increases.

DISCUSSION

The findings revealed that there is a positive and significant relationship between teachers’ supervision and students’ academic performance in Ekiti State secondary schools ($r = 0.544, P < 0.05$). This implies that the hypothesis which states that there is no significant relationship between teachers’ supervision and students’ academic performance in Ekiti State secondary schools is rejected. The positive value is an indication that as supervision of teacher by their bosses increases, the academic performance of students improves. This finding agrees with Ogunsaju (2004), who summits that there is need for effective supervision to achieve the set goals in the schools system, but Ijaiya (2008), believes that efficient and effective supervision is dependent on the level of intelligence, capability and experience of the manager to manipulate the situation he finds himself or herself in order to achieve the best for his or her organization. The more the teachers are supervised; the better is the performance of the students. The significant relationship implies that supervision is not well conducted in Ekiti state secondary schools. One of the major causes of the poor academic performance can be ineffective instructional supervision. Also, this is in line with the research work of Ezekwesili (2007), who observed that lack of supervision in school had been the bane of education policies; that a system not supervised will not yield the desired result and that when supervision is absent, it leads to ineffective curriculum delivery which often causes poor academic performance of students in secondary schools. This is corroborated with the Akudo (2007), that students’ performance depend on how school principals invest their energy in their instruction role, maintain visibility, monitor students performance, build teachers capacity and coordinate curriculum, promote teachers’ academic professional development. This finding is supported with the findings of Adesola (2005), who observes that, it is only the effective utilization of human resource management variables such as teachers supervision and teachers capacity building that would in turn utilise and improve other resources of education for better performance.

The Academic Performance of Students with five Credits and above including English Language and Mathematics in the 2011-2013 WASSCE Results in Ekiti State Secondary Schools revealed that Ekiti North Senatorial District goes thus: out of 933 students that sat for the exam, only 486 (52.1%) Passed with 5 credits, including English and Mathematics in SSCE examination while 447 (47.9%) failed.

The finding revealed that in the Ekiti Central Senatorial District, out of 1,650 that sat for the exam only 643 (38.9%) passed with 5 credits including English and Mathematics in SSCE examination, while 1,007 (61%) failed.

However, the results from Ekiti South Senatorial District reveal that out of 1,126 that sat for the exam, 652 (57.9%) passed with 5 credits, including English and Mathematics in SSCE examination, while 474 (42.1%) failed. This finding confirmed the statement of the research problem, that there is a falling standard in education due to the retrogression in the academic standard of students in secondary schools. The falling standard of education perhaps requires an effective utilisation of human resource as corrective strategy, which would in turn utilise other resource of education to enhance better students academic performance. This finding is in support of the study outcome conducted by Owadiae (2012), who observed that secondary school students academic performance in external examination have been low and this is to the dissatisfaction of the general public and the poor performance of students in examinations is always attributed to the level of human resource management by school administrators who are responsible for the coordination and supervision of teachers affairs.

Conclusion

This study affirmed that academic supervision had positive correlation to students academic performance. Hence, students' academic performance in examination can be attributed to the level of supervision of teachers for effectiveness in secondary schools. Conclusively there is no doubt that achieving quality learning depends largely on effective supervision of teachers which will improve the academic performance of students in schools, this ensure the realisation of the desired goals and objectives of secondary education in terms of students quality output.

Recommendations

Based on the findings and conclusion from this study, the following recommendations are made:

It is recommended that the inspectorate division of the Ministry of Education should be strengthened with more personnel to effectively carry out the function of academic supervision that will have a meaningful impact on students performance.

All the stakeholders in the education sector should collaborate to organise annual education summit for
comprehensive review and assessment of the degree of success in producing the desired output and achieving the overall educational objectives to ensure sustainable improvement in resource inputs, institutional management, curriculum delivery and quality learning.

The school principals should provide constant and adequate feedback to teachers on their instructional task performance, and ensure periodic review by comparing students' academic performance with the set goals in order to improve the teaching and learning process in secondary schools.

The public secondary schools principals should ensure that the available teachers are maximally utilised through strict supervision by department heads.

Conflict of interests

The authors declare that they have no conflict of interests.

REFERENCES


