

SCHOOL SUPERVISION AND WORK BEHAVIOUR OF SECONDARY SCHOOL TEACHERS IN AKWA IBOM STATE

BY

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Abstract

The purpose of the study was to determine the relationship between school supervision and work behaviour of secondary school teachers in Uyo Senatorial District of Akwa Ibom State. An ex-post facto design was adopted for the study. A sample size of 455 teachers was selected through the use of stratified and simple random sampling techniques. Three hypotheses were formulated to direct the study while data were collected using the researchers' constructed instrument tagged 'School Supervision and Teacher Work Behaviour Questionnaire' (SSTWBQ). Results of the study indicate that teachers are punctual, regular and display low rate of turnover when the level of school supervision is high. Based on the findings of the study and the conclusion drawn, it was recommended that school supervision should be a regular feature of Akwa Ibom State secondary education system. It should not be carried out haphazardly. The Ministry of Education, Local Education Committees, School Boards and individual school administrators should be actively involved in the process of school supervision.

The quality of education is universally determined in parts, by effective supervision of schools, including instruction, teachers, students and the non-teaching staff in the school system. The supervisory function therefore is a necessary and integral part of the school leadership process whose ultimate purpose is to improve instruction and facilitate students' achievement. As a quality control mechanism, supervision enhances the functionality of the school system through improvement in the existing human, material and financial resources.

In order to realize the overall aim of the school system, teachers must be mobilized, directed, stimulated and motivated. Funds must be sourced, budgeted, used and structures erected for the smooth running of schools. Studies by Kosmoski (2000), Joffres and Haughey (2001), Cho and Milner (2003) showed that school supervision provides leadership, organization and structure, and greatly influences teachers' work

behaviour in the school system. In the public secondary school system in Nigeria today, many teachers are known to indulge in behaviours that are detrimental to the success of the school system. Teachers cut classes and go to school late. The most serious problem imposed on the school through misbehaviours of teachers is the absence of teachers from their duty posts. Absenteeism and lack of punctuality by teachers are some of the factors that render teachers ineffective and retard students' academic progress. In agreement with this assertion, Chubb and Moe (1990) observed that teachers' attendance affects students' attendance and that lack of punctuality and chronic teacher absenteeism send underlying messages that school attendance and regularity are not important since students' perception of acceptable and unacceptable behaviours are modeled after that of their teachers. Pacific Regional Educational Laboratory (1995) added that teacher absenteeism has a negative effect on students' achievement levels. Uehara (1999) discovered that effective schools closely monitor the attendance of teachers in their schools.

Indulgence in a second occupation is figured as one of the factors that lead to the laxity and lethargy in the way teachers perform their duties. Some teachers find more satisfaction and better income in the second occupation to the extent that they quit teaching. Teacher turnover has in a way aggravated the dearth of teachers in many public schools in such a way that some teachers are required to teach subjects outside their fields of specialization. Teacher turnover therefore has a negative influence on the school system. Kossen (1983) pointed out that high rate of teacher turnover has negative effect on the school system and often indicates ineffective leadership. Ndu (1997) and Ejiogu (1996) agreed that dissatisfaction as a result of ineffective leadership causes turnover and attrition of teachers which adversely affects the school system. Lateness, absenteeism and teacher turnover engendered by weak supervisory practices create gaps that compound the problems of the school system.

Problem of the Study:

The success of an educational system greatly depends on the effective supervision of the work behaviours of teachers and students. The problem of poor achievement by students, dilapidated infrastructure and poor work behaviour of teachers can be partly traced to inadequate supervision in schools. Both the internal and external supervisors fail in this duty. Due to lack of adequate supervision, both old and new teachers put up a lot of misbehaviours both within and outside the school setting. There is a lethargy and laxity in the way teachers perform their roles. They do not adequately prepare for lessons or even write lesson notes because they are hardly checked. They are frequently late for school and are fond of being absent from schools. The most disturbing aspect of teachers' misbehaviour is their tendency to take up a second occupation, like commercial motorcycling and trading. This aspect in various dimensions has robbed teachers of commitment and interest in their teaching profession.

In this regard, inadequate supervision has resulted in large turnover of teachers and little or no concern for students' discipline which invariably, affects students' achievement and the entire school system negatively.

This study therefore aims at investigating the relationship between the level of school supervision and some work behaviours of teachers in secondary schools in Uyo Senatorial District of Akwa Ibom State.

Purpose of the study

The study seeks to:

- 1 Determine the relationship between the level of school supervision and teachers absenteeism in secondary schools.
- 2 Ascertain the relationship between the level of school supervision and punctuality by teachers in secondary schools.
- 3 Find out the relationship between the level of school supervision and teacher turnover in secondary schools.

Research Hypotheses:

The following are the three hypotheses formulated to guide the study:

- (1) There is no significant relationship between the level of school supervision and teachers absenteeism in secondary schools.
- (2) There is no significant relationship between the level of supervision and punctuality by teachers in secondary schools.
- (3) There is no significant relationship between the level of school supervision and teacher turnover in secondary schools.

Study Area: The research area for this study was Uyo Senatorial District (SD) in Akwa Ibom State. Nine Local Government Areas make up the SD.

Design of the Study: The research design adopted for this study was the ex-post facto design.

Population for the Study: The population for this study comprised all the secondary school teachers in Uyo Senatorial District. As at the time of this study, the teacher population of the district stood at 2,995 shared into 82 public secondary schools.

Sample and Sampling Technique: The stratified random sampling technique was used in selecting schools while the simple random sampling technique was used in selecting teachers for the study. The Senatorial District made up of nine Local Government Areas was stratified into six Local Education Committees (LECs). Teachers were proportionately selected based on the total number of teachers in each

Local Education Committee (LEC). In all, 455 teachers being about 15% of the total number of teachers (2995) made up the sample for the study. The reduction in the sample size to 450 was as a result of the inability to retrieve five questionnaires administered.

Research Instrument: A structured questionnaire titled ‘School Supervision and Teachers Work Behaviour Questionnaire’ (SSTWBQ) was developed and used for the study. The instrument had two sections A and B. Section A has ten items on school supervision (Independent variable) while section B was divided into three parts with three items each on various elements of teacher work behaviours (dependent variable).

Method of Data Analysis: The Pearson Product Moment Correlation analysis (r) was used in analyzing the data for the study.

Result of the Study

Hypothesis One: There is no significant relationship between the level of school supervision and teachers absenteeism in secondary schools.

Table 1: Pearson Product Moment Correlation Analysis of Hypothesis One

Variable	$\Sigma X;$ Σy	$\Sigma X^2;$ Σy^2	$(\Sigma X^2);$ (Σy^2)	ΣXY	\bar{x}	r-cal	r-crit	decision
School Supervision (X)	14424	462349	208051776	115784	32.10	0.56	0.098	*sign
Teacher Absenteeism (Y)	3612	29007	13046544		8.03			

Alpha level = .05; df = 448; N = 450.

From the table, the calculated r-value was 0.56. This was tested for significance by comparing it with the critical r-value at .05 alpha level and 448 degrees of freedom. The calculated r-value was found to be greater than the critical r-value of 0.098. The null hypothesis was rejected; this means that there is significant relationship between the level of school supervision and teachers absenteeism in secondary schools.

Hypothesis Two: There is no significant relationship between the level of school supervision and punctuality by teachers in secondary schools

Table 2: Pearson Product Moment Correlation Analysis of Hypothesis Two

Variables	$\Sigma X,$ Σy	$\Sigma X^2;$ Σy^2	$(\Sigma X)^2$ $(\Sigma y)^2$	ΣXY	\bar{x}	r-cal	r-crit	decision
School Supervision (X)	14424	462349	208051776	146236	32.10	0.61	0.098	*sign
Teacher Punctuality (Y)	4562	46266	30811844		10.14			

Alpha level = .05; df = 448; N = 450

From the table, the calculated r-value of 0.61 was tested for significance by comparing it with the critical r-value of 0.098 at 0.05 alpha level and 448 degrees of freedom. The null hypothesis was rejected meaning that there is a significant relationship between the level of school supervision and punctuality by teachers in secondary schools.

Hypothesis Three: There is no significant relationship between the level of school supervision and teachers turnover in secondary schools

Table 3: Pearson Product Moment Correlation Analysis of Hypothesis Three

Variables	$\Sigma X,$ Σy	$\Sigma X^2;$ Σy^2	$(\Sigma X)^2$ $(\Sigma y)^2$	ΣXY	\bar{x}	r-cal	r-crit	decision
School Supervision (X)	14424	462349	208051776	144187	32.10	0.76	0.098	*sign
Teacher Turnover (Y)	4498	44978	20232004		10.00			

Alpha level = .05; df = 448; N = 450

From the table, the calculated r-value of 0.76 was tested for significance by comparing it with the critical r-value of 0.098 at .05 alpha level and 448 degrees of freedom. The calculated r-value was found to be greater than the critical r-value meaning that there is a significant relationship between the level of school supervision and teacher turnover by secondary school teachers.

Discussion of Findings

Hypothesis one states that there is no significant relationship between the level of school supervision and teachers' absenteeism in schools. The test of this hypothesis revealed a significant relationship between the level of school supervision and teachers' absenteeism in schools. This is in line with the findings of Pacific Regional Educational Laboratory (1995) and Chubb and Moe (1990) which showed that absenteeism by teachers has debilitating effects on the achievement of the overall goals of the school system; that principals of effective schools closely monitor the attendance of their teachers.

Hypothesis two states that there is no significant relationship between the level of school supervision and teacher punctuality to schools. The test of this hypothesis revealed the existence of a significant relationship between the level of school supervision and teachers' punctuality in schools. Chubb and Moe (1990) and Uehara (1999) found that principals of effective schools closely monitored the attendance of teachers in their schools and that teachers' attendance affects students' attendance and performances.

Hypothesis three states that there is no significant relationship between the level of school supervision and teachers turnover in schools. The test of this hypothesis revealed the existence of a significant relationship between school supervision and teachers turnover in schools. Kossen (1983) asserted that teacher turnover is often indicative of ineffective leadership. Ndu (1997), Ejiogu (1990), Hammond and Onikama (1997) all agreed that dissatisfaction as a result of ineffective leadership is a major factor responsible for turnover and attrition of teachers in the school system.

Conclusions:

On the basis of data analysis and discussion of findings, it was concluded that:

- 1) Teacher absenteeism is low when the level of school supervision is high.
- 2) Teachers are punctual in school when the level of school supervision is high.
- 3) Teacher turnover is low when there is effective leadership – indicative of high level of school supervision.

Recommendations:

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

1. That school supervision should be a regular feature of Akwa Ibom State secondary education system.
2. The Ministry of Education, School Boards at all levels, local school authorities and other agencies saddled with such responsibilities should be actively involved in school supervision.
3. School supervision should be all embracing covering instruction, personnel and facilities.

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