

# GENDER INFLUENCE ON THE PERCEPTION OF INSTRUCTIONAL SUPERVISION AND JOB PERFORMANCE AMONG SECONDARY SCHOOL TEACHERS IN EKITI STATE, NIGERIA

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## **Abstract**

This study investigated gender influence on the perception of instructional supervision and job performance among secondary school teacher, in Ekiti State, Nigeria. The descriptive survey research design is used to carry out this study. The population of the study consists of all the public secondary school principals and teachers in Ekiti State. Stratified proportionate random sampling procedures were adopted to select 500 teachers and 150 instructional supervisors used for this study. Two sets of questionnaire namely: Instructional Supervision Questionnaire (ISQ) and Teacher Job Performance Questionnaire (TJPQ) were designed for this study. The findings of the study indicate no significant difference in the perception of instructional supervision by teachers of different sexes and no significant difference in the job performance of male and female teachers in schools. Based on the findings, it is recommended that there is the need to give teachers of both sexes without bias due recognition and self control for effective performance.

## **Introduction**

Supervision of Instruction plays an important role in education and it is the tool with which educational objectives are achieved. Sergiovanni and Sharrat (1983), advocated a renewed interest in supervision because of the necessity for re-ordering or reshaping present strategies for improving the quality of educational services as a result of declining productivity, account -ability, teacher surpluses, and smaller budgets for education. Supervision was once defined as planning for all round improvement of school factors that seriously affect the teaching-learning process. These include the school building and its equipment, the materials of instruction, the organization of the curriculum, the methods of teaching and the personality of the teacher.

Instructional supervision in Nigeria is gradually improving from inspection of teacher to a more democratic approach which concentrates on giving recognition and assistance to teachers. Today, modern supervision is a more dynamic and clinical concept. It is concerned with ensuring the professional development of staff.

Nwaogu (1980), in explaining the philosophy underlying supervision of instruction in Nigeria, observed that all human beings in the educational process whether students, teachers,, administrators are endowed with potentials. These potentials can be gainfully released through guidance, advice, clarification, justification of appropriate behaviours to bring about improvement in teaching - learning process.

Teacher job performance refers to the ability of the teachers to combine relevant inputs for enhancement of teaching - learning process. Marmion (1997), studied the personality dimensions of teachers as a correlate of teacher performance focused on teacher perception of the perceived and expected role that should be performed by instructional supervisors. He found that the elementary school principal actual instructional supervisory role perceptions were significantly higher than the role expectation of teachers for supervisors and that the difference in role perception contributed adversely to teachers instructional role performance.

Ohikhena and Anan (1974), in determining the influence of sex on teacher perception of principal behaviour found that the variables were not significantly related. In another related study, Obayi (1994), found that male and female principals indicated high perception of their instructional leadership role. The result showed that there was no significant difference in their perception.

Bastress (1991), in his contribution found that sex was significantly correlated with teacher effectiveness. Alily's (2000), finding was in line with this view when she established that sex significantly differentiated between teachers in their disposition to improved productivity ( $t = 3.58$ ,  $Crt = 1.704$ ,  $df = 28$ ,  $p < .05$ ). She submitted that male teachers are more favourably disposed to improved productivity than female teachers.

This research attempts to ascertain the influence of sex on perception of instructional supervision and job performance among secondary school teachers in Ekiti State, Nigeria.

The following questions were asked to direct the study.

1. What is the distribution of teachers by sex in Ekiti State secondary schools?
2. Is there is any significant difference in the perception of instructional supervision by teachers of different sexes?
3. Is there any significant difference between male and female teachers' job performance in schools?

From the research questions raised in this study, the following hypotheses were formulated.

**H01:** There is no significant difference in the perception of instructional supervision by teachers of different sexes.

**H02:** There is no significant difference between male and" female teachers job performance in schools.

### Methodology

The descriptive survey research design was used to investigate the problem of this study. The population for this study consists of all the public secondary school principals and teachers in Ekiti State Nigeria. There were 169 public secondary schools in Ekiti State as at the time of this study.

Fifty (50) secondary schools were randomly selected from the three senatorial districts as the sample using proportionate random sampling method. Stratified proportionate random sampling procedures were adopted to select 500 teachers and 150 instructional supervisors who participated in this study. The 150 instructional supervisors rated the 500 teachers used for the study, while the teachers did self rating and also rated the instructional supervisors.

Two sets of questionnaires designated Instructional Supervision Questionnaire (ISQ) and Teacher Job Performance Questionnaire (TJPQ) were administered to the respondents Data collected were summarized and statistically treated.

### Results

The data used for the analysis were obtained from the Instructional Supervision Questionnaire (ISQ) and Teacher Job Performance Questionnaire (TJPQ). Before presenting the statistical testing and interpretation of the two formulated hypothesis for the study, there is the need to answer the general question.

### General Question

What is the distribution of teachers by sex in Ekiti State secondary schools?

**Table 1: Distribution of teachers by sex**

Sex of Teachers	No of Teachers	Percentage
Male	237	47.4
Female	263	52.6
Total	500	100

The data presented in Table 1, show that out of the 500 teachers sampled for the study, 237 (47.4%) of them were males while 263 (52.6%) of the sample were females.

### Hypotheses Testing

HOI: There is no significant difference in the perception of instructional supervision by teachers of different sexes.

The data for this analysis were obtained using item 1 in Section A and items 1 to 40 in Section B of Instructional Supervision Questionnaire (ISQ). The hypothesis was tested using t-test as shown in table 2

**Table 2: t-test Summary of Teachers' Sex and Perception of Instructional Supervision**

$P > 0.05$

Group	N	X	SD	DF	t-cal	t. table
Male	237	119.33	11.00	498	.850	1.960
Female	263	120.17	11.02			

The result in Table 2, indicates that the t-calculated (.850) is less than t-table (1.96). This

shows that there is no significant difference in the perception of instructional supervision by teachers of different sexes. The null hypothesis is not rejected and therefore retained at  $P > 0.05$  alpha level.

H02: There is no significant difference between male and female teachers job performance in schools.

The data for this analysis were obtained using item 1 in section A of Instructional Supervision Questionnaire and items 1 to 20 in Section B of Teachers Job Performance Questionnaire (TJPQ). The hypothesis was tested using t-test as shown in table 3.

**Table 3: t-test Summary of Difference Between Male and Female Teachers Job Performance**

$P > 0.05$

Groups	N	X	SD	DF	t-cal	t. table
Male	237	61.50	6.60	498	.339	1.960
Female	263	61.71	6.90			

The result in Table 3, indicates that the t-calculated (.339) is less than t-table (1.96) at  $P > 0.05$  level of significance. This shows that there was no significant difference in the job performance of male and female teachers in schools. The hypothesis is therefore not rejected.

## Discussion

The result of hypothesis 1, as shown in Table 2, indicates that there is no significant difference in the perception of instructional supervision by teachers of different sexes (t-cal..850, t-table 1.96). This is in line with present day thinking that what a man can do, a woman can do as well. There is perhaps no psycho - analytical or social basis for male preferences in teaching. Both sexes have similar perception of their jobs and instructional supervisory roles. The finding of this study agrees with the studies of Ohikhenana and Anam (1974), in determining the influence of sex on teacher perception of principal behaviour found that the variables were not significantly related. It also supports Obayi's (1994), findings that male and female principals indicated a high perception of their instructional leadership role and Oyewole's (1998), findings that there was no significant difference in the administrative effectiveness of male and female principals as perceived by teachers.

The finding of this study negates the observation of Osezuah (2000), which indicated that there is a significant difference between the perception of supervisory climate by male and female teachers. It is also at variance with Bastress's (1991), study which indicated that sex was significantly correlated with teachers perception of instructional supervision.

A possible reason for the high perception of instructional supervision by male and female teachers is that most of the supervisory personnel who are vice-principals and head of departments are made of nearly equal male and female counterparts thereby ensuring gender equality in the distribution of responsibility posts. This has given room to a higher tolerance level between male and female teachers in the school environment.

Another finding of the study indicates no significant difference between male and female teachers job performance in schools (t-cal, .339, t-table 1.96) as revealed in Table 3. The result of this study agrees with the findings of Osezuah (2000), which indicate no significant difference between male and female graduates in job performance in organizations in Nigeria. The finding is consistent with Sergiovanni and Sharrat (1983), on gender as a criterion variable of attitudinal disposition to goal achievement.

The observation is that female teachers have a slightly higher mean (Table 3) performance than their male counterparts. This finding agrees with Ogimbowale (1984), that female teachers often carry their devotion to family life to their places of work. Indeed, Ibukun (1983), found that female principals exhibited higher level of performance than their male counterparts. However, the reason for the insignificant difference that exists between male and female teachers job performance may be due to improved commitment to duty by both sexes. Enhanced motivation and reward and possible commitment negates public stereotypic view that women are less committed to work, they are often pre-occupied with business and petty trading at the expense of their work. Although not significant, the higher female performance values are also in consonance with the observation of Morse (2003), that generally speaking, women educators seem more satisfied with their school job than men. Even these days more men abandon teaching for other jobs than women.

## **Recommendation and Conclusion**

From the results of this study the conclusion that could be drawn is that there is the need to give teachers of both sexes due recognition and self control-for effective performance. No significant difference exists in the perception of instructional supervision and job performance by teachers of different sexes. This argues for equal distribution of responsibility posts to the teachers without gender discrimination.

The Teaching Service Commission should ensure that both males and female teachers are appointed as instructional supervisors principals and vice principals of schools without gender bias while the general welfare of the teachers should be given due consideration.

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