

**IMPACT OF SUPERVISION ON TEACHERS' TASK PERFORMANCE IN SENIOR
SECONDARY SCHOOLS OF KANO MUNICIPAL EDUCATION ZONE,
KANO STATE, NIGERIA**

BY

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DECLARATION

I hereby declare that this work is the product of my research efforts undertaken under the supervision of Prof. Bello .A. Bello and has not been presented anywhere for the award of a degree or certificate. All sources have been duly acknowledged.

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CERTIFICATION

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DEDICATION

This research is dedicated to my parents, Alh. Abba Muhammad Maje and Ruqayya Lawan, my brother Sani Abba Maje and my beloved, wife Hauwa' u Umar.

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ABSTRACT

The study is on impact of supervision on teachers' task performance in senior secondary schools of Kano municipal. The Five objectives and five research questions were formulated to guide the study, Significance of the study as well as scope and delimitation were also discussed. The population of the study comprised all teaching staff in senior secondary schools of Kano municipal local government area of Kano state. There were nine hundred and seventy five {975} teaching staff in the study area. A sample of Two hundred and seventy nine {279} teaching staff were selected from the population. This was done in line with the table for determining sample size from a given population by Research Advisor, {2006}. Simple random sampling technique was used in sample selection and the research design adopted for the study was descriptive survey. The instrument used for data collection was self -developed questionnaire, which was validated by the research supervisor, who then forwarded the copy of the instrument to specialist in the Faculty of Education. The reliability of the instrument was determined by administering questionnaire to ten {10} teaching staff, which was pilot tested using correlation statistical technique known as spear man rank order in which 0.70 reliability coefficient was obtained. The data collected from the field were analyzed using frequency counts and simple percentages. . The result obtained from the research revealed that there were different types of school supervision employed by head teachers in senior secondary schools of Kano municipal. The finding also revealed that there has been adequate supervision by the head teachers on effective classroom management. The head teachers adequately checked and guided teachers on appropriate way of designing lesson plan. From the findings also revealed that supervision was carried out on application of appropriate teaching method. It was also revealed that supervision covered instructional materials. Finally, the appropriate recommendations were proffered in this study to include seminars, conferences and workshops should always be organized for head teachers by the appropriate authority such as ministry officials and Kano state senior secondary school management board (KSSMB) for the selection of appropriate types of supervision. Head teachers should from time to time organize training of teachers to add to their performance on effective classroom management of Kano municipal, Kano state. Head teachers should always trust and encourage teachers to perform more on designing sound lesson plan. Head teachers should also find a way of rewarding the most effective teachers on the application of appropriate teaching method. Teachers in senior secondary schools of Kano municipal should also be encouraged to use instructional materials.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Education is defined as to develop knowledge, skills and character of the student. Its major objective is to make an individual learn about how to level with the society by developing intellect, equipping one's self to deal with the reality of life and by facilitating, realization of self-potential and latent of an individual education emphasizes teaching and learning, specific skills, positive judgement, well developed wisdom and profoundness.

Education is often seen as a perquisite for quality manpower development and creation of wealth, a sure path of success in life and service to humanity. Thus, teachers have important role to play to adequately prepare the youths for their roles in the society in order to achieve the set of national objectives. Teacher influence is always felt in every aspect of the society.

Education could be said to mean the process through which knowledge, norms and values of the society are acquired. This may be in a formal or informal way from the hand of diligent people (Teachers). As a result of high demand for education as far back as pre and during colonial era, there had been one form of supervision or another. There were more schools established by various ordinances but most of these schools were operating with unqualified teachers and in most cases inexperienced teachers. All these unqualified and inexperienced teachers require proper supervision. This is for proper guidance in the training of the young ones.

Educational supervision or school supervision devotes the act of improving environment where the teachers and other line staff are informed encouraged and corrected in discharging

their duties. This research work is basically on the impact of supervision on teacher's task performance in some selected senior secondary schools in Kano Municipal.

It is well known fact that three tiers of Government federal, state and local government with numerous private bodies (organization and individuals) funded schools and keep staff especially teachers to teach all the registered pupils. Thus, the social activities are bound to be taking place where there could be different opinions and occurrences. This would undoubtedly lead to having more qualified and more experienced people to look after and guide the activities in these schools. Those to be the supervisors would be insiders called the school managers and for the activities to be in line with the government directives, the ministry officials would have to come in for supervision as well.

In Kano State there was Special Division tagged inspectorate division to monitor and supervise the activities of schools including the ones owned by private bodies. The Government on its part feeds the school with staff, appoint leaders (Principals and Vice-principals) for them to oversee and act as liaison officers between the governments and the staff. The private bodies on their own, while operating under the Government rules also have their schools principals and vice-principals. They have educational committees in schools owned by certain organizations, while the proprietors and proprietresses also stand up to supervise the activities of their staff.

From the above, both the Government and private sectors realize the unavoidability of supervision in order to provide sound education to the society.

The supervision which includes ministry officials, the school managers as well as the school owners engage in different mode of supervision such as impromptu, scheduled, termly, weekly and even daily. While some times it may be advisory evaluating and approval supervision. This goes along with an adage which says practice if criticized leads to

perfection. This research work then focused on the supervision viz-a-viz, kinds and significant of supervision carried out by the ministry and the school managers in relation to teacher's task performance in Senior Secondary Schools of Kano Municipal.

Supervision if thoroughly and properly carried out, would enhance efficiency in the teachers and would make education goals easily attainable. Teachers who are the principal actors in teaching and learning process need to be supervised for them to understand what they do, how they should do it and when to do certain things. proper supervision would make the teachers to do the right things on the right way at the right time.

To ensure that effective teaching and learning take place, the school supervisor work with teachers, pupils and school administrators. He ensures that the objectives of teaching are met, and he tries to identify ways of enhancing learning in schools. Today, the traditional role of supervisors of paying brief visit to the schools to write report that could lead to a teacher's promotion, retaining or reprimand has changed. The modern supervisors does not behave like a "boss" to the teacher, rather he plays the role of a facilitator in the teaching – learning process. His primary interest is to see that child learn the task set out for him/her under the most conducive atmosphere.

According to Douglas (1961) supervising is: "a move of advising, directing, discussing and so on, so that the availability resources, manpower, financial and capital equipment are utilized for a better education". In supervision, emphasis is on the performance of the teachers to improve teaching and learning and the general welfare of the school. In his opinion, (M.C Neill 1969) says that supervision is: "all the methods for the control and effective use of staff, method of work, equipment and finance in order to achieve the objective of a particular program".

1.2 Statement of Problem

While supervision is recognized as a crucial aspect of organized education, it has received less attention than it deserves. The research work will find out the solutions for the problems of supervision on teachers task performance in Senior Secondary School of Kano Municipal. There was a less concerned by the head teachers School Supervision due lack what “Supervision” is all about. Another perception was that head teachers in municipal local government area do not frequently supervise the teaching and learning activities because of their late coming. There is also a perception that head teachers spend much of time in offices on financial activities for their own self-interest or benefit rather than supervising teachers in teaching and learning processes. Most of school supervisors don’t understand their task may be because of insufficient skills of school supervision and receive little training. However, the shortage of qualified personnel (School Supervisors) is also among the perception of problem facing educational supervision in Kano Municipal Local Government Area.

However, another perception might be as a result of poor academic performance such schools in Kano Municipal which might be a result of poor performance of teacher in teaching and learning process which is off course because of lack of supervision by the head teachers. Some of the head teachers in Kano Municipal have insufficient knowledge and training in school administration which prevents them from carrying effective supervision of their schools. Other perception might also be that most of the schools at the distance places may receive less supervision and or enjoy free supervision throughout the year because of unavailability of vehicles that can transport school supervisors as early as possible to the schools.

However, this study was aimed at finding out how school supervision influence teacher’s task performance especially the types of school supervision used by head teachers, how properly school supervision is carried out, the problems and challenges militating against proper

conduct of school supervision and supervision strategies and procedures used by school supervisors (Head Teachers) in Kano Municipal Local Government Area, Kano State Nigeria.

1.3 Objectives of the Study:

The study was set to:

1. Find out different types of supervision employed by the head teachers in Senior School of Kano Municipal Local Government;
2. Examine the impact of supervision on the application of appropriate teaching method in Senior Secondary Schools of Kano Municipal Local Government area;
3. Find out the impact of supervision on utilization of appropriate instructional material in Senior Secondary Schools of Kano Municipal Local Government;
4. Investigate the impact of supervision on effective classroom management in Senior Secondary Schools of Kano Municipal Government; and
5. Examine the influence of school supervision on teachers' ability to design sound lesson plan in Senior Secondary Schools of Kano Municipal Local Government.

1.4 Research Questions

The study sought to answer the following questions:

1. What types of supervision employed by head teachers in Senior Secondary Schools of Kano Municipal Local Government?
2. What are the impacts of supervision on the application of appropriate teaching methods used by the teachers in Senior Secondary of Kano Municipal local Government?
3. What are the impacts of supervision on utilization of appropriate instructional material used in Senior Secondary Schools of Kano Municipals Local Government?

4. What are the impacts of supervision on effective classroom management in Senior Secondary Schools of Kano Municipal Local Government?
5. What are the influences of supervision on teachers' ability to design sound lesson plan in Senior Secondary schools of Kano Municipal Local Government?

1.5 Significance of the Study

Education is the only machinery to make a nation develop. A nation's development is realized from the development of its citizens through education. Then it needs to be well cared. Supervision is an important exercise to achieved educational goals; effecting teaching and learning. This research work focuses on the impact of supervision on teacher's task in Senior Secondary Schools in Kano Municipal; it would benefits the society through series of ways which are as follows:

The school students will gain from this research because; supervision would make their teachers teach more effectively. This is after the supervisors advised on those things that could assist teachers in discharging their duties. Also assist teachers facing their challenges to the appropriate quarters and such problems are considerably looked into.

This research would make the education providers such as government and private for the qualitative education thus, when supervision is properly and adequately carried out, the supervisors would submit their report to them (Government and individual school owners), proper arrangement would be made and adequate facilities would be provided. These would be realized from the response of school heads, response in the questionnaire; it would even help them in knowing more about the importance, principles and guide of supervision.

This study would make teachers to air their views over something's that are disturbing them to perform. It will also make them gain back some of their human input which "inspection" has snatched away from them. This is because ideal supervision is friendly, cooperative and both the supervisor and the supervisee give due respect to another.

The supervisors would benefit from this study with different types of supervision, method of supervision, scope of supervision, procedures of supervision as well as guidelines and principles of supervision are discussed. Thus, this study would improve their supervision skills and make them to earn due respect from the supervisee. It would give them self-satisfaction when the report is worked with by their boss and proper action is taking which will make education be on its appropriate place through the supervision of such supervisors. It will also save them from some embarrassment and challenges through the teachers and principals' responses.

1.6 Scope and Delimitation

Although there are so many factors that could promote teacher's task performance such as leadership style, acquisition of appropriate facilities, community support and most especially supervision. This study is mainly on the impact of supervision in Senior Secondary Schools by designated authorities, ministry officials and school managers (Principals, Vice-principals and the senior teachers) and its impact on the teacher's task performance in Kano Municipal. The study focuses on the Senior Secondary Schools in Kano Municipal.

This research is based on how teacher's task performance is enhanced through school supervision. It entails all the supervisory activities taking place in Senior Secondary Schools in Kano Municipal. The study therefore covers modes, types, scope, principles and challenges of supervision. Schools supervision or inspection in Primary and Junior Secondary School is not part of this study. Other activities that enhance teacher's task performance other than supervision are not part of this research work. Supervision and its impacts in other areas of Kano State and other part of the country do not form part of this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter provides different types of supervision employed by the head teachers in senior schools of Kano Municipal Local Government. This chapter contains conceptual clarification, empirical and theoretical framework as well as review of the related literature based on this study.

2.2 Conceptual of frame work

Supervision is the activity performed by the designated authorities such as ministry officials and the school managers (Principals, Vice-principals and Head Teacher) in order to improve the performance of the employees (Teachers) and other school personnel.

Olagboye (2004) sees supervision as the activity of the designated officials that are to observe the performance of the personnel activities. This exercise with authority makes them supervisors to suggest to the subordinates where they have gone wrong. Supervision is not fault finding machinery; rather it is a professional improvement strategy which assists in boosting the moral of the staff. It is also a process where the final goal of any supervisor is to achieve educational goal and objectives which depends on effective teaching.

Okoli (2004) also explains that school supervision should be carried out on different areas, the instructional activities and personnel activities. Instructional supervision is carried out with the aim of improving teaching and learning exercise to benefit learners. While the personnel supervision covers the guiding and correcting politely the school personnel (teachers) so as to encourage good performance in them with the aim of improving and achieving educational goals and objectives.

Nwachukwu (1988) explains supervision through the work being done by the supervisor. He writes that supervisor is part of the management. He is the individual in the organization who

supervises employees. He has legal recognition. He is seen as any individual having authority, in which he has the power to transfer, suspend, lay-off, recall, promote, discharge, assign, reward or discipline other employees, or (having) responsibility to direct them or to adjust their grievances, or effectively to recommend such action, if in connection with the foregoing, the exercise of such authority is not of a mere routine or clerical nature, but required the use of independent judgment. Thus, supervision according to him is more relevant to the line managers (school head). They work to protect the interest of the employer or proprietor/proprietress. They are to discipline and reward other employees using their own discretion. They should be rich in experience and higher in qualification that may allow them to give expert advice. Their objectives are to make other employees do what they are supposed to do effectively. Prompt supervision in school facilities leads to better productivity. It paves the way for an effective strategy that will help future challenges. Teachers are the principal actors in the training of students. Therefore, their actions uplift the performance of the students at any levels. Therefore, they should be visited, guided and corrected as the case may be, rather than looking for errors committed, supervisors should seek to find out the root cause of the problem.

Human beings are complex as they are, may know what to do and how to do it. still they may make up their minds not to do such things, may be as a result of other factors affecting them as at the time they are to perform as expected, or they may not perform so as to show grievances as a result of factors such as in ability of the school authority to meet some of their demand. For this, there is a great need for some people (internal and external supervisors) to visit schools and see how they perform their statutory roles. After this, advice can be given on how to improve, manage or improvise the relevant instrument or guide them on how to handle some circumstances, which can affect their performances.

2.3.1 Types of Educational or School Supervision

Supervision means the act of being in charge of a group of workers and being responsible for ensuring that they do their work properly (Akuizillo, 2004). In agreement with the above view, the researcher sees school supervision or educational supervision as the process by which an educational leader ensures that tasks are carried out (by all staff as well as pupils), and in such a way that teaching and learning get better all the time. In this work, types of school supervision would be discussed in three points of view.

1. Supervision viewed through methodology
2. Supervision viewed through status, the office of supervisor
3. Supervision viewed through scope of supervision

Supervision viewed through methodology

Olagboye (2014) views supervision as a method with two dimensions that is, modern and traditional supervision. Modern or (Human relation supervision) is referred to as the supervision in which the supervisor forms a courteous collaborative relationship with the supervisee. This is the case where the supervisor guides, directs, corrects politely the supervisee. While the traditional or classical supervision is the supervision in which the supervisor is seen as the man who knows everything. He is regarded as the pivot of knowledge and authority, he is the expert that must be feared and obeyed. This method was the colonial style of supervision). Okeke (1986) differentiates between the modern and traditional methods of supervision. Their opinions could be summarized as follows:

The Classical (traditional supervision method) and the modern (human relation supervisory method)

The aims of supervision in traditional methods was inspection and visitation to find reasons for closing, opening or retaining a school, while the modern method aimed at analyzing and

discovering ways to carry out the teaching and learning processes effectively and efficiently. School inspection (supervision) was also teachers focused and school system centered, school supervision in modern time was focused on the general organization of the school, including the school curriculum, method of work, student's performance and welfare, staff welfare, use of resources and interpersonal relationship. One person who inspected the school compound in traditional way of supervision tested the teachers and student, went through all the school records and audited the school accounts. In modern way of supervision is done by team of experts in the different subject and different aspect of the school operation including account health sources and personnel relation. Unlike in modern way of supervision, traditional supervision visitation was random. Often the inspector visited a school only when there was a report or petition against the school, while in modern supervision, school supervision is well planned and regular. Each school is visited as schedule whether or not there is a crisis or complains. The result of the inspection in traditional way was usually and adverse criticism, written in a "Secret" report compiled and submitted to the ministry of education for action. For the supervision in modern way, so many months (or even a year) after the inspection the results of the supervision exercise is discussed with the school members for suggestions, corrections and ideals. The writer to the final report is usually copied for the school with further guideline if necessary action should be taken.

From the brief description of the characteristics of the major supervisory methods, it is clear that the modern method of supervision would be more workable in modern day schools. Looking at both supervisory methods the modern methods seems likely to yield more interest for workers. When they feel studied and treated as gentlemen, when the supervisors are not around work will continue in an expected way, unlike in traditional supervision, where the supervised work only in the presence of the supervisor. Such claims, like sickness and antenatal problem may be used to deceive the supervisor to dodge the supervision.

Supervision viewed through the status or office of the supervisor;

Supervision through office could be grouped into two: Intra moral supervision (internal supervision) and extra moral supervision (external supervision). Intra moral supervision is the supervision carried out in the school by the authority of the school. This authority includes the principal, Vice-principals, the Heads of Departments and head of subjects for the betterment and improvement in the realization of the educational goals and objectives. Intra moral supervision lays more emphasis on instructional activities. Intra moral supervision as internal supervision is also seen as activities of those (in position of authority) within the school to see the betterment and improvement of instructional activities which would make educational goals and objectives to be realized.

Extra moral supervision is the supervision carried out by the external designated officials who may come from Federal or State ministry of Education or from educational Board of Local Government. The aim of this supervision is to see the upliftment and development on the personnel activities, and sometimes to include instructional activities for the achievement of educational goals and objectives, the supervisors here are mainly after the personnel activities, which include rating of teachers for promotion, dismissal. The tenure or retention as a means of improving teaching and learning,

2.3.3 Scope of Supervision;

This is the third through which supervision is viewed. This entails the areas in which supervision is generally focused. In this dimension, supervision is view as the teacher's instrument used to evaluate personnel, attitude to work, method of teaching, teacher's general conducts and competence in filling some necessary documents. The supervisor supervises guides the teachers and other support to improve on their efforts in order to achieve the educational goals and objectives.

Instructional Activities: supervision of instructional activities in school includes classroom activities, student's instructional materials and all records. Olagboye (2004) opined that, an instructional activity is carried out in any of the following ways: Classroom observation, demonstration, teachers inter-visiting, micro-teaching workshop and practice, coaching and listening to radio recordings.

2.3.4 Roles of supervision and supervisors:

Supervision serves as the backbone of the development in all human endeavors. It is a way of correcting the odds and what have been done wrongly. Supervision plays prominent role in work place for the realization of the desired set objectives. Without supervision, there cannot be smooth running of an organization. Okoli (2004) says supervision as an organizational behavior, has the function of interesting with the teaching for the purpose of improving the learning situation in children. It is believed that supervision ameliorates environment for meaningful and effective learning activities, which is mainly composed of learning and understanding of concept by the students. Okoli (2002) in his own view of purpose of school supervision is a bit channeled to personnel areas. He viewed the purpose of supervision in educational practice as;

1. School supervision impose the quality of teaching and learning for the benefits of both the learner and the teachers
2. It is to ensure that every teacher in the school is effectively performing the job or task assigned to him/her.
3. It is also to assist teacher's effectiveness in class room management
4. It is also to assist teachers in developing needed teaching competences.
5. Supervision helps teachers to identify their strengths and weakness with a view of providing in-service learning.

6. It helps the teacher to have a clear understanding of the objectives, roles and relationship of their efforts in the school.
7. It helps to identify those teachers who should be promoted, retired, redeployed and disengaged.

Modern day supervision has specific roles to play by a supervisor to save him from focusing irrelevant things or practicing unnecessary formalities while on the field. These roles are explained by Nwachuku (1988) as follows;

1. **Establishment of work climate:** This determines the environment in which every employee has to operate in this case; teachers should be made to know of their particular duty and works. Such as what subject to be taught, what class, when and where they are supposed to be.
2. **Management ethics:** The supervisor establishes the conditions governing the relationship between employees. Teachers are supposed to know what it entails to be a teacher. He should know the norms, rules and regulations guiding their existence in the school.
3. **Self-development and employee development:** The supervisor engages in some activities that would enrich him and plans activities that will help to improve the teachers.
4. **Personnel maturity and sensitivity:** A good supervisors is expected to exhibit personal maturity and emotional stability. Here, the supervisor should have courtesy in explaining facts for the supervised.
5. **Knowledge and excursion of corporate policy:** All supervisors should have knowledge of the educational policy and carry it out as expected.

6. **Technical knowledge:** Supervisors are expected to have more technical competence as the top manager in educational sector, the supervisor should possess higher qualification and more experience than the supervised.
7. **Open mindedness:** A supervisor is expected to be very objectives even in his relationship with employees. That is the school supervisors should be open minded to the staff (teachers) and managers (school heads).

2.3.5Principles of supervision:

Supervision as an important tool for the attainment of teacher's task performance require some pedagogical rules and regulations which is participatory do to the demand for education by the society in modern time and the dynamism in every on profession, comprehensive and dynamic supervisor is seen as an integral part of the school supervision which involves a two way communication system, encourages interaction and participation. It has a wide scope of focus and is based on research. Supervisors are educated and trained specialist.

Olagboye (2004) list the following principles as a guide to supervisors;

1. Every teacher requires and is entitled to supervisory assistance from his designated supervisor(s)
2. School supervision is instruction related and hence focuses essentially on improving the teaching and learning process in the school.
3. Good supervision is flexible and adaptive without sticking to any one particular.
4. Good supervision seeks to enhance job satisfaction and to boost their morals.
5. Good supervision is collaborative effort between the supervisors and supervised.
6. Supervision is better when carried out in a healthy and rewarding atmosphere free of tension and stress.
7. Every good work done by supervised should be acknowledged and commended by the good supervisor.

8. Poor work done by the supervised should be constructively criticized and appropriate advice offered on a one to one basis by good supervisor.
9. Teachers need to be given opportunity to prove their work and to aspire to higher positions in the hierarchy.

Looking at the above points, it would be seen that Olagboye upholds a common view with Okoli (2004). It looks real that supervision should be conducted in a polite, matured, smooth and tolerated atmosphere where the supervised would see sincerely in whatever the supervisors actions is. The supervised is to be rated like a mature man and not like animal.

2.3.5Guideline for supervision:

Supervision as a crucial management activity that fosters teacher's task performance has some guidelines and ethical values which are as follows. According to Olubadewo (1992) he sees the following as the guidelines for school supervision. The guidelines start from the office of the supervisor. Here arrangement such as timetable of the school should be made, the supervision involving many supervisors should state what to be done and by who. Letter to the school should be an official letter written to the school for supervision on who will come and what to be checked. There should be post supervision meeting with the personnel and administrator either jointly, separately or each supervisor with the heads of the sections. Here every word of advice, guidance, information and correction are expressed by both parties. The report should be made available to the school head before being signed by the administrator.

2.3.6Problems of supervision

Supervision like other human endeavor has certain challenges militating against it proper conduction which later hinder its efficacy to achieve teacher's task performance. Akpa (2003) believes that bad leadership style by some school administrators and even unqualified leaders

cannot erase personal relationship. If the relationship was so cordial the supervision would be affected and if there is no cordial relationship, it result in frustration and manipulations.

Ologboye (2004) adds that; the problems of teacher's quantity and quality appears to be even more pronounce in the secondary school as revealed by a nationwide study conducted by the National Education Research and Development Council (NERDC). NERDC (1997) found that;

1. The majority of teachers in the country's secondary schools are NCE holders
2. As many as 12.14% of teachers teaching English language were not qualified to teach the subject at any level of secondary schools
3. As many as 20.65% teachers teaching mathematics were not qualified to teach the subject e.t.c.

2.3.7 Teacher's task performance

Teachers task: Is the duties, responsibilities by which the teacher is expected to perform during instruction. Olubadewo (1992) in what he regard as what teachers are accountable for or product accountability, we must consider the following;

1. **Terminal behavior:** What is it teachers and supervisors want their student to know, to master or to achieve during the term? After considering national, state and local education policies and the background and abilities of their students, the teacher and his supervisor should together determine what terminal behavior; they plan to indulge in their students. These then constitute the terminal behavior, denoting what the students should do or perform to demonstrate the desired behavioral change.
2. **Pre-requisite (background knowledge):** It is important to establish through pre-test, analysis of the student records, to determine their readiness to begin on the new instructional objectives and succeed in achieving them.

3. **Instructional input:** This is comprised of the organized and sequential learning experience students received to the objectives. After the sequences of instructional activities are planned, methods of impairing arrived at, teachers and supervisors must determine what teaching aids and other instructional materials may facilitate learning.

Throughout the teaching process, the teacher needs to keenly observe and record student progress to each stated behavioral goal. These records should describe student performances and should avoid using valueless terms.

Evaluating the out-put: Because students have been pretested and because objectives are formulated in precise, behavioral terms, it should be possible to unambiguously measure how much student performances have improved and whether set objectives have been achieved, if they have not, teachers and supervisors need to find out the reasons why and to modify the procedures.

Adesina (1984) and Adeyemo (1975) in different work explain some task and function of teachers as follows;

1. **Organization:** A teacher should organize his lesson, pupils and records. If he is a class teacher, he should arrange his students in a very nice way living passage between their seats.
2. **Teaching:** The main task of a teacher is to impart knowledge. Thus, he should have a grand knowledge of what the subject matter is and know diversified methods of teaching it.
3. **Discipline and order:** A teacher should try and maintain discipline in his pupils. He makes them obey the rules and regulations of the school. Most especially, he should lead by example.
4. **Supervision:** A teacher is supposed to be a mini-supervisor. He supervises his students work in and outside classroom.

5. **Time-table:** A class teacher should copy out his time table which guide his movement from one class to another and guide him on where to start or end teaching.
6. **Assessment of examination:** A teacher is involved in preparing, administrating and recording his student's examination results.
7. **Record:** He is supposed to keep records such as notes of lesson; diary/scheme of work, syllabus, teacher's text books and class marks books and so on.
8. **He (teacher) attends meeting convened by PTA:** Meeting, Seminar or workshop, inter house sport, football matches and other school activities.
9. He should obey the rules and regulations of the school.
10. Use of appropriate instructional materials
11. Punctuality to his duty

2.3 Theoretical framework

The theoretical framework for this study was theory X and theory Y. this theory was propounded by Douglas McGregor at the M.I.T-Sloan, School of Management in 1960. That has been used in human resources management, organizational behavior, organizational communication and organizational development. Douglas MC Gregor (1906 – 1964) was one of the forefathers of management theories and is of the top business thinkers of all time. He was a social psychologist who became the president of Aritioch Collage. He later becomes a professor of management at Massachusetts Institute of Technology. His book the Human Side of Enterprise (1980) had a profound influence on the management field, largely due to his theory X and theory Y. McGregor developed a philosophical view of the human kind with his theory X and theory Y in 1960. His work is based upon Maslow's Hierarchy of Needs.

Theory X: in this theory which has been proven counter effective in modern practice management assumes employees are inherently lazy and will avoid work if they can and that they inherently dislike work. As a result of this management believes that workers need to be

closely supervised and comprehensive system of control developed. A hierarchical structure is needed with narrow span of control at each and every level.

According to this theory, employees will show little ambition without an ending incentive program and will avoid responsibility whenever they can. According to Michael J. papa (undated) in theory X and theory Y; if the organizational goals are to be met, theory X managers rely heavily on threat and coercion to gain their employees compliance. Beliefs of this theory lead to mistrust, high restrictive supervision and punitive atmosphere.

The theory X manager tends to be believed that everything must end in blaming someone. He or she thinks that all prospective employees are only out for themselves. Usually these managers feel the sole purpose of the employee's interest in the job is money. They blame the person first in most situations without questioning whether it may be the system, policy or lack of training that deserves the blame. A theory X manager believes that his or her employees do not really want work, that they would rather avoid responsibility and that it is the manager's job to structure the work and energize the employee. One major flow of this management style is, it is much more likely to cause diseconomies of scale in large business.

However, the study will follow all the assumptions made by theory X and show its relevance particularly to school supervision and educational or school organization. The theory X assumption said:

1. People have inherently dislike to work and will avoid it whenever possible; In relating this assumption with the intended research work; most of Senior Secondary School don't like their work which is teaching profession and they totally dislike the work especially lesson plan, scheme of work, using instructional materials, instructing itself as well as mastering subject and teaching method.

2. People must be coerced, controlled, directed or threatened with punishment in order to get them to achieved the organizational objectives;

To make this assumption relevant with the study to be conducted, if the educational objectives want to be achieved, the teacher must be controlled and directed as well as forced to perform their task, by using frequent supervision so as to avoid negligence of the work. The head teacher as a school manager must be coerced controlled and directed or even threatened his work force with punishment in order to achieve the educational objectives at his school.

3. People prefer to be directed; they do not want responsibility and little or no ambition.

This assumption will be relevant to this study because most of the Senior Secondary School teachers in Municipal Local Government don't have confident in their selves. Always they are waiting for ministry officials and head teacher's directive whether it is in the right way or not even in preparing lesson plan they are waiting for head teacher's directive as well as school supervisions.

4. People seek security above all else;

This assumption will also be relevant to school supervision on teacher's task performance because most of Senior Secondary School teachers in Municipal Local Government are working just because of salary not for the development of their academic career, they do it to provide life security. So such group of teachers needs to be closely supervised for them to carry out their duties.

The above theory X assumption has a relationship with the traditional methods of school supervision according to different scholars perspectives, said it is a process by which the supervisors control, direct, coerced and even threatened the supervised (teacher). In this relation one of the scholars, Olubadewo (1992) said; traditionally, educational evaluation was concerned with the evaluation of teacher's performance. Teachers were scrutinized and

evaluated. Inspectors assessed teacher's performance and teachers personality traits, intelligence and other personal attributes. These assessments were subjective and often very difficult to depend.

However, the theory Y: this theory assumes employee may be ambitious and self-motivated and exercise self-control, it is believed that employees enjoy their mental and physical work duties. According to this theory, work is as natural as play. The employee possesses the ability for creative problem solving, but their talents are underused in most organizations. Given the proper conditions, the Theory Y managers believe that employees will learn to seek out and accept responsibilities to exercise self-control and self-direction in accomplishing objectives to which they are committed.

A theory Y manager believes that, given the right conditions, most people will work to do well at work. They believe that the satisfaction of doing a good job is a strong motivation. Many people interpret theory Y as a positive set of beliefs about workers. A close reading of the human side of enterprise reveals that McGregor simply argues for managers to be open to a more positive view of workers and possibilities that this creates; he thinks that theory Y managers are likely than theory X manager to develop the climate of trust with employees that are required for human resource. This would include managers communicating openly with subordinate, minimizing the differences between superior-subordinate relationships creating a comfortable environment in which subordinates can develop and use their abilities. This climate would be sharing of decision making so that subordinates have say in decision that influence them.

The relevance of theory Y to school supervision can be explained below:

1. Work is as natural as play and rest;

To relate this assumption with this study; Some Senior Secondary School teachers in Kano Municipal like their work (teaching) more than any work or profession. In this relation supervision of teacher's task performance have to identify such teacher's and try to create a condition that will motivate them and redouble their effort

2. People will exercise self-direction if they are committed to the objectives;

The assumption will be relevant to this research because the more the head teachers involve teachers in management activities, they will perform their duty more than expectation. Naturally teachers want to be part of school administration and decision making. Hence involving them in management activities will increase their talent and creativity.

3. Commitment to objectives is a function of the rewards associated with their achievement;

To create this assumption with the research work, if the teacher is appointed as school supervisor he will participate more in realizing the educational objectives to be achieved, even if he is un-functional as a class teacher. As such experience teacher should be appointed as a supervisor or head teacher so as to have sanity and efficiency in school supervision activities.

4. People learned to accept and seek responsibility;

The relevant of this assumption to the intended research is some teachers naturally want to be part of the management. They want to be assigning some duties in the school. In this relation also the head teacher should recognize that important assumption and involve teacher in administrative function of the school.

5. Creativity, ingenuity and imagination are widely distributed among the population, people are capable of using their abilities to solve an organizational problems;

The assumption is relevant to this research, because teachers are among the population and they can possess such natural gift of creativity, ingenuity and imagination, so they will use

their abilities to solve the educational problem if there is room for human relation with the managers.

The above decision of theory Y has a direct relation with modern types of supervision (Human Relation) all what this theory wanted to show is, to have and create a cordial relationship between the supervisor and the supervised, or between supervisors and school managers and teachers. Umar (2009) opined that, the chief supervisors and school managers and teachers. Teachers and school head should not be relaxed to relate with supervisors within and outside the school as partners in progress.

2.4 Review of Related Empirical Studies:

This section will focus on the review of related empirical studies conducted by different researchers that are related to this study. Therefore, many studies have been conducted by different researchers at different time which are related this study for example, in the study conducted by Olawale (2009) “The influence of supervision of instruction on teachers’ Classroom performance in Ijebu-north education Zone” The population of the study Comprised all 852 teachers in the 18 public junior and senior secondary schools in Ijebu-North education zone. The sample was made up of 155 female teachers and 100 male Teachers from 7 secondary schools drawn through stratified random sampling technique. The study was an Ex-post Facto design. The instrument for data collection was Influence of supervision of Instruction on Classroom Teachers’ Performance Questionnaire (ISICTPQ). Three research questions and two null hypotheses were formulated. The research questions were answered using mean and standard deviation while t-test was used to test the hypotheses at 0.05 levels of significance. The major findings showed that Interaction between teachers and instructional supervisors influences to a great extent teachers’ classroom performance. The use of instructional materials suggested by instructional supervisors influences to a great extent teachers’ classroom performance. Also, conferences

and seminars organized by instructional supervisors influence teachers' classroom performance to a great extent. The opinions of secondary school teachers with more teaching experience and teachers with less teaching experience did not differ significantly with regard to their perceived influence of supervision of instruction on their classroom performance. Also the opinions of male and female teachers did not differ significantly with regard to their perceived influence of supervision of instruction on their classroom performance. Based on the findings, it was recommended that instructional supervisors should always make themselves available and approachable to teachers, the state government should always make provisions of suggested instructional materials by instructional supervisors to teachers to aid class instruction, and there should be adequate funding of conferences and seminars by the state ministry of education for teachers.

Ekpoh et al (2015) conducted a study on "Relationship between instructional supervisory practices and teachers' role effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State" Two null hypotheses were formulated to guide the study. Ex-post facto research design was adopted for the study. The population of the study comprises all public secondary school principals and teachers in the study area. There are a total of six (6) principals and four hundred and thirty-three (433) teachers. Simple random sampling technique was used to select one hundred and ninety-five (195) teachers from six (6) public secondary schools. A well-structured questionnaire tagged "Instructional Supervisory Practices Questionnaire (ISPQ) and Teachers' Role Effectiveness Questionnaire (TREQ)" were used for data collection. The results of the analysis revealed that there was a significant positive relationship between instructional supervisory practices of classroom observation and teachers' role effectiveness. The result also revealed that, there was a significant positive relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness.

It was concluded that a closer, regular and continuous instructional supervisory practice rather than snappy, unscheduled and partial supervision is what is urgently needed especially now that a lot of changes have been introduced into the school curriculum. It was recommended among others that Government through the Ministry of Education should organize training programmes for principals as well as teachers on the need for effective instructional supervision.

However, in the study carried out by Ekpoh (2015) (Ph.D) "principals' supervisory techniques and teachers' job performance in Ikom Education Zone of Cross River State, Nigeria. Ex-post facto research design was adopted for the study. The sample was 86 principals, 344 teachers and 1,376 students drawn from a population of 86 principals, 1829 teachers and 35,359 students in public secondary schools in the study area. To achieve the purpose of the study, two null hypotheses were formulated. Data collection was carried out with the use of two research instruments titled "Principals' Supervisory Technique Questionnaire (PSTQ)" and "Teachers' Job Performance Questionnaire (TJPQ)". The instruments were subjected to face validity and Cronbach Alpha reliability estimate. The reliability value obtained ranged between 0.73 and 0.78. These figures confirmed that the instruments were reliable in achieving the objective of the study. Pearson Product Moment Correlation Analysis (r) was used for data analysis at 0.05 level of significance. Results obtained revealed that a significant relationship exist between principals' supervisory techniques in terms of classroom visitation, workshop techniques and teachers' job performance. Based on the findings, it was concluded that job performances of teachers would be enhanced when they are properly supervised by principals using the various supervisory techniques.

Furthermore Usman (2015) conducted a study on "Impact of Instructional Supervision on Academic Performance of Secondary School in Nasarawa State" with reference to Senior Secondary Certificate Examination (SSCE). Five research questions were used to guide the

study to a rational conclusion. Descriptive Survey method was adopted in which Instructional Supervision and Students' Academic Performance Questionnaire (ISSAPQ) were used to obtain relevant data from 92 teachers in 37 selected Senior Secondary schools using the simple random sampling techniques. Pearson product moment correlational statistics (Pearson r) and t-test at 0.05 levels of significance was used to analyse the data generated and answer the research questions. The study shows that regular instructional supervision using robust supervision strategies like checking of students' notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers' record keeping have significant correlation with teachers' performance and academic achievement of students in Secondary Schools. Recommendations like proper alignment of government policies with educational needs of the society, provision of adequate and relevant instructional materials for teaching, regular in-service training for teachers' capacity development, depoliticization of the free education programmes and proper evaluation of school administrative procedures and educational outcomes were adduced for remediation.

Olaleye (2013) moreover conducted a study on "managerial roles of principals in the student's academic performance in school certificate examination in Ekiti State". The study was occasioned by the continued poor performance of students in school by certification examination in most secondary schools in the state. It was a descriptive research design of the survey type which aimed at eliciting information from the school principals and teachers on how organizational management of principals affect academic achievement of students. Eighty five secondary schools were randomly selected out of 175 secondary schools in the state. Questionnaire tagged (PATQ) principals' administrative technique questionnaire was the instrument used to elicit information from the respondents. The population of the study consisted of all the principals and teachers in Ekiti State. Sampled schools comprised eighty five principals and eight hundred and fifty teachers randomly selected. The data collected were

analysed using frequency count, percentages and means. Inventory of School Examination result was also used in the study. Findings showed that principals of the selected schools adopted quality improvement measures encourage team work with staff and students, participate in academic activities that influenced academic achievement in the school. The principals were involved in academic activities of students by supervising teachers work and students, disciplined and discouraged examination malpractices. It was recommended that principals should maintain discipline in the schools so as to improve teaching and learning.

2.4 Summary and Uniqueness of the Study

This study examined the impact of supervision on teacher's task performance of senior secondary school in Kano municipal. The researcher started by brief introduction of the study showing the relevance of supervision in teaching and learning process. Statement of the problems which necessitated the researcher to develop interest in conducting this research, it also contain the objectives, research question, scope and delimitation were discussed. Theoretical frame work which consisted theory x and y by Douglas McGregor. Theory X in relating with research work started that most of the senior secondary school teachers don't like their work especially lesson plan and teachers must be control directed as well as force to perform their task. While theory Y started that senior secondary school teachers in kano municipal like their work (teaching) more than any work they are performing their duty, naturally teachers want to be part of school administration and decision making a such experience teacher should be appointed as a supervisor or head teacher so as to have efficiency in school supervision. Conceptual frame work, concept of supervision as an activity perform by designated authorities such as school head teachers/ managers and ministry officials were discussed. The researcher discussed some of the variables that related to this study. This includes; types of educational supervision or school

supervision, roles of supervision, principle of supervision, guide line for supervision problems of supervision, and teachers' task performance.

The research design employed by the researcher is descriptive survey that is, descriptive survey is choosing to enable the researcher to investigate and equally ascertain the views facts, opinions of the people and information on impact of supervision on teacher's task performance of senior secondary school in Kano municipal. The target populations are teachers of senior secondary school of Kano municipal. Therefore, two hundred and seventy nine (279) will be selected to represent the entire population. The research instrument for data collection is questionnaire base on the objectives of the research work and two hundred and ninety seven questionnaire was administered to the respondents with closed and opened ended questionnaire in two parts. The research instrument were validated by the team of professionals, who are mostly senior lecturers and professors among whom was supervisor of the of the research work in department of education, Bayero University Kano. The professionals scrutinize the instrument and offered valuable suggestions such as modifications of some items of which were incorporated in the final draft copy of research instrument, in order to ascertain face and content validity to correspond with the objective of the study.

However, pilot studies were conducted on teachers of the school, the test-re-test method of establishing the reliability of the pilot study was employed. The data of this study were collected from the participant who includes: teachers from the senior secondary schools of Kano municipals which were randomly selected. Finally, the data were analyzed using frequency count and simple percentages for the research questions.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter described the procedure used in the study. It is organized under the following sub-heading: Research design, population of the study, sample size, sample techniques, data collection instruments, validation of the instrument, reliability of the instrument, data collection procedure.

3.2 Research Design

The research design employed was descriptive survey. According to Asika (1991) opined that in survey designs the researcher is interested in observing what is happening to sample subjects or variables without any attempt to manipulate or control them. Bichi 2004 also defined descriptive research as a systematic attempt to describe the characteristics of a given population or area of interest factually. Maiwada (2005), descriptive research tries to study current (or existing) event or condition with a view to solving problems pertaining to school teachers, administrators, pupils or the curriculum.

Therefore, the researcher adopted descriptive survey design for the study since it yielded to the above consideration that is, descriptive survey is chosen to enable the researcher investigate and equally ascertain the views, facts, opinions of the people and information on impact of supervision on teachers task performance of senior secondary school in Kano municipal.

3.3 Population and sample

According to Asika (1991) defined sample as precisely a part of population. Bichi (2004) population referred to as all possible objects of particular types as defined by the aims and objectives of the study. Maiwada (2005) defined population as the naturally existing collection of an entity such as groups of human beings or non-human objects. On the other

hand sample according to Maiwada (2005) is a very tiny fraction of the population from which it is drawn.

3.3.1 Population of the study

The population of the study comprises all class room teachers' in senior secondary schools of Municipal Local Education Authority Kano State. There are 24 total number of senior secondary School of municipal local government respectively, with the estimated populations of nine hundred and seventy five (975) teaching staff Table 3.1 below shows the distribution of population of the study.

Table 3.1 population of the study.

Table 3.1 below shows the distribution of population of the study which comprises both teaches and student selected in senior secondary schools of Kano municipal. The population of the study consisted all male and female teaching staff of senior secondary schools of Kano municipal.

S/N	No of schools	No of teachers	Total
1	24	975	999

Source: *KSSMB (2015)*

3.3.2 Sample size

Therefore, the selected sample size was drawn from the population; Two hundred and seventy eight (278) out of (975) male and female teachers and nineteen (19) out of twenty four (24) senior secondaryschools of Kano municipal local government area form the sample size, The selection of sample size was done using the sample size table, developed by the research advisors (2006) in order to determine the sample size of study. Table 3.2 shows the distribution of the sample size of the study.

Table; 3.2 sample size

S/N	Categories of the subject	Population	Sample size
1	Classroom teachers	975	278

Source: Research adviser 2006

3.3.3 Sampling technique

The sample of the study consists of all classroom teachers of senior secondary school of Kano municipal under the study. Fourteen to fifteen questionnaires were distributed in nineteen schools. The sampling was drawn using the suggested numbers of sample size from a given population provide by research advisors (2006). The researcher, because of the population under the researcher employed the simple random technique.

3.4 Data Collection Instrument

The instrument used for this study was self- developed questionnaire on the impact of supervision on teachers' task performance on senior secondary schools of Kano municipal local government area of Kano state and was divided into sections. Section A was designed to obtained background information from the respondents while other sections contained researchable items that were used to collect information on the responses from the respondents on the impact of supervision on teachers' task performance on senior secondary schools of Kano municipal local government area of Kano state. See appendix A.

3.5 Validity of the instrument

The instruments for data collection were validated by the supervisor and prof. D.A maiwada in department of special education, faculty of education Bayero University Kano (B.U.K) for face content and construct validation. The scrutiny of the experts includes ascertaining appropriateness of language used in construct, clarity of statement, suitability of words used and adequacy of items. The validator was asked to check whether the capable instrument

is of answering the research questions for the study. The comments, observations and criticisms made by the validators were promptly adjusted by the researcher.

3.5.1 Reliability of the instrument

The reliability of the instrument was determined through pilot testing study on the impact of supervision of teacher's task performance in senior secondary school of Kano municipal local government area of Kano state. This was done by administering the questionnaires to ten {10} teaching staff who were randomly selected out of the sample size of senior secondary schools of Kano Municipals. Two weeks later, the instruments were re-administered on the same respondents. The reliability coefficient was computed using spearman rank order, in which 0.70 reliability coefficients was obtained which indicated that the instrument is reliable. See appendix B.

3.2 Data Collection Procedure

In the study, the researcher employed a self-developed questionnaire in collecting the data. The instruments for data collection were validated by the supervisor and prof. D.A maiwada in department of special education, faculty of education Bayero University Kano (B.U.K) for face content and construct validation. The scrutiny of the experts includes ascertaining appropriateness of language used in construct, clarity of statement, suitability of words used and adequacy of items. The questionnaire consisted of two parts part A was designed to obtain background information from the respondents while other section contain researchable items. The researcher collected an introductory letter from the department of education visited the sampled schools with the introductory letter seeking the permission of both school authorities and the concerned teachers, subsequently the researcher discussed in detail about his investigation with heads of the respective schools and sought the permission from them for collecting the necessary data and the subjects (Teacher and Students) were explained about the

nature and purpose of the study. two hundred and seventy eight {278} copies of the validated questionnaires were administered to the respondents during working hours with the help of one research assistant who was trained by the researcher on how to administer the instruments. Out of two hundred and seventy eight {278} copies of questionnaire administered to the nineteen {19} sampled schools, two hundred and seventy four{274} were retrieved while four {4} were lost during collection.

3.7 Data Analysis Procedure

The data collected from the field work were analyzed using frequency count and simple percentages to answer all the research questions. The justification for using frequency count and simple percentages is that, the research work is neither looking for relationship nor differences but rather the opinion of classroom teachers on the teachers task performance on senior secondary schools of Kano Municipal Local Government Area of Kano State.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the demographic information of the respondents; data collected from the field work were presented and analyzed. The research questions were answered using frequency count and simple percentages and the major findings were summarized and discussed.

4.2 Summary

The study focused on the impact of supervision on teacher's task performance in Senior secondary of Kano municipal Kano state, Nigeria.

Background of the study, statement of the problem and objective of the study, Research questions, Significance of the study as well as scope and delimitation of the study were discussed. Conceptual and theoretical frame works were reviewed, types of educational or school supervision, scope of supervision, roles of supervision, principles of supervision, guideline of supervision, problems of supervision, teachers task performance as well as review of empirical studies related to the problems under investigation, summary and uniqueness were also highlighted.

The descriptive research design was adopted, in order to discover the stated objectives questionnaire was designed and administered to (278) teaching staff which were selected randomly out of (913) under the study population at senior secondary school in Kano municipal local government Kano state. The data collected from the field work were presented in tabular form; frequency count and simple percentage were used to analyze the data from the respondents. Discussion, summary of the findings were done with the view to make comparison with other related studies.

4.3 Data Presentation and Analysis

The data collected from the field work were analyzed using frequency count and simple percentages for the research questions. The justification for using frequency count and simple percentages is that, the research work is neither looking for relationship nor differences but rather the opinion of classroom teachers on the teachers task performance on senior secondary schools of Kano Municipal Local Government Area of Kano State.

4.3.1 Answers to research questions:

Research Question One

The table shows response employed by principal of senior secondary schools teachers.

What are the types of supervision employed by principals of senior secondary schools of Kano municipal?

From table below item one, (26) respondents out of (274) representing 9.49% strongly agree that principal employs traditional supervision through threatening teachers, finding out fault, not offering correction and advice while (80) respondents representing 29.20% agree, (114) respondents representing 41.60% disagree and (54) respondents representing 19.71% strongly disagree. This show that a greater number of respondents disagree that principal employs traditional supervision.

On item two of the below table, (104) respondents out of (274) representing 37.95% strongly agree that principal employs modern (human relation) type of supervision in which he gives advice, guide teachers and offer corrections while (130) respondents representing 47.45% agree, (20) respondents representing 7.30% disagree, (20) respondents representing 7.30% also strongly disagree.

Table 4.2 item one, (114) respondents representing 41.61% strongly agree that head teacher guide the teachers on how to effectively manage classrooms while (127) respondents representing 46.35% agree, (17) respondents representing 6.20% disagree, (16) respondents representing 5.84% strongly disagree.

Table 4.1: The response employed by principal of senior secondary schoolteachers

S/N	Items	S.A	A	D	SD	Total
1	The principal employs traditional supervision through threatening teachers, finding outfault, not offering correction and advice	26 (9.49%)	80 (29.20%)	114 (41.60%)	54 (19.71%)	274 (100%)
2	The principal employs					

modern (human relation type of supervision) in which he give advice, guide teachers and offers corrections.	104 (37.95%)	130 (47.45%)	20 (7.30%)	20 (7.30%)	274 (100%)
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Research Question Two

What are the techniques of supervision employed by head teacher on effective classroom management?

Item two; (90) respondents out of 274 representing 32.85% strongly agree that head teacher assist the teachers on how to effectively control classroom, (145) respondent representing 52.92% agree, (20) respondents representing 7.30% disagree while (19) respondents representing 6.93% strongly disagree.

Table 4.2: The techniques of supervision employed by head teacher on effective classroom management

S/N	Items	S.A	A	D	SD	Total
1	The head teacher guide the teachers on how to effectively manage classroom	114 (41.60%)	127 (46.61%)	17 (6.20%)	16 (5.84%)	274 (100%)
2	The head teacher assist the teachers on how to effectively control classroom	90 (32.85%)	145 (52.92%)	20 (7.30%)	19 (6.93%)	274 (100%)

Research Question Three

What are the influences of supervision on teachers' ability to design sound lesson plan?

On the first item in table 4.3 (104) respondents representing 37.96% strongly agree that head teacher guides the teachers on appropriate way of designing lesson plan and (170) respondents representing 62.04% out of 274 agree. This according to the response, 170 respondents representing 62.04% were the majority thus, head teacher guide the teachers on appropriate way of designing lesson plan according to the response.

On item two in table 4.3.4: (110) respondents representing 40.15% strongly agree that head teacher checks teachers' daily lesson plan, (155) respondents representing 56.57% agree and (9) respondents representing 3.28% disagree with the assertion

Table 4.3: The influences of supervision on teacher's ability to design sound lesson plan

S/N	Items	S.A	A	D	SD	Total
1	Head teacher guides the teachers on appropriate way of designing lesson plan	104 (37.96%)	170 (62.04%)	—	—	274 (100%)
2	Head teacher checks teachers daily lesson plan	110 (40.15%)	155 (56.57%)	9 (3.28%)	—	274 (100%)

Research Question Four

What are the impacts of Supervision employed by head teacher on the application of appropriate teaching method?

Table 4.4; shows the frequency of the supervision employed by head teacher on the application of appropriate teaching methods. (120) respondents representing 43.80% strongly agree, (145) respondents representing 52.92% agree and (9) respondents representing 3.28% disagree. This shows that a greater number of respondent agree that head teacher supervised teachers on the application of appropriate teaching methods.

On item two, (97) respondents representing 35.40% strongly agree that head teacher supervise teaching and learning activities, while (155) respondents representing 56.57%

agree, (20) respondents representing 7.30% disagree and (2) respondents representing 0.73% strongly disagree.

On item three table 4.4; (110) respondents representing 40.15% strongly agree that head teacher advises teachers on the application of relevant teaching method, while (145) respondents representing 52.92% agree, (10) respondents representing 3.65% disagree while (9) respondents representing 3.28% strongly disagree.

Table 4.4: The impacts of Supervision employed by head teacher on the application of appropriate teaching method

S/N	Items	S.A	A	D	SD	Total
1	Head teacher supervise teaching and learning activities in my school	120 (43.80%)	145 (52.92%)	9 (3.28%)	–	274 (100%)
2	Head teacher advise teachers on the appropriate teaching method	97 (35.40%)	155 (56.57%)	20 (7.30%)	2 (0.73%)	274 (100%)
3	Head teacher advises teachers on the application of relevant teaching method	110 (40.15%)	145 (52.92%)	10 (3.65%)	9 (3.28%)	274 (100%)

Research Question Five

Are there any impacts of Supervision in utilization of appropriate instructional materials?

First item on the table 4.5; (100) respondents representing 36.50% strongly agree that head teacher supervises teachers on selection of relevant instructional materials while (155) respondents representing 56.57% agreed and (19) respondents representing 6.93% disagreed.

On the second item (100) respondents representing 36.50% strongly agreed that head teacher guides teachers on utilization of selection of instructional materials, (145) respondents representing 52.92% agreed, (20) respondents representing 7.30% disagree and (9) respondents representing 3.28%.

Table 4.5: It shows the impacts of Supervision in utilization of appropriate instructional materials

S/N	Items	S.A	A	D	SD	Total
1	The head teacher supervises teachers on selection of relevant instructional materials in teaching	100 (36.50%)	155 (56.57%)	19 (6.93%)	–	274 (100%)
2	Head teacher guides teachers on utilization of selection of instructional materials	100 (36.50%)	145 (52.92%)	20 (7.30%)	9 (3.28%)	274 (100%)

4.5 Summary of the major findings

The study reveal that:

1. There were different types of school supervision employed by head teachers in senior secondary school of Kano municipal;
2. There has been adequate supervision by the head teachers on effective classroom management;
3. The head teachers adequately checked and guided teachers on appropriate waysto designed lesson plan;
4. Supervision was carried out on application of appropriate teaching method; and
5. Supervision covered instructional materials.

4.6 Discussions of the findings

The study investigated the impact of supervision of teacher’s task performance in senior secondary school of Kano municipals. The employee needs to be empowered through giving him trust and encouragement, provision of reward system, loan provision system as well as staff developmental programmers’ e.g. seminars, workshops and conferences. It was observe

that both the head teachers and teachers lacked the above mentioned. The relationship between head teachers and teachers were no longer cordial. When responding to the research question, it was observed that the teacher's responses to what would please the head teachers, by empowering the teachers through giving them trust and encouragement would have positive relationship with head teachers and task performance.

The study also revealed that there was significance of supervision by head teachers on effective classroom management. This result is not surprising, since supervision was a sort of assistance rendered to help teachers on effective classroom management. This can also be achieve when there was cordial interaction between the supervision and the supervisee

The third finding of the research question revealed that (104) respondents representing 37.96% strongly agree that head teacher guides the teachers on appropriate way of designing lesson plan and (170) respondents representing 62.04% out of 274 agree. This according to the response, 170 respondents representing 62.04% were the majority thus, head teacher guide the teachers on appropriate way of designing lesson plan according to the response. On item two (110) respondents representing 40.15% strongly agree that head teacher checks teachers' daily lesson plan, (155) respondents representing 56.57% agree and (9) respondents representing 3.28% disagree with the assertion.

The fourth finding of the research question revealed that the frequency of the supervision employed by head teacher on the application of appropriate teaching methods. (120) respondents representing 43.80% strongly agree, (145) respondents representing 52.92% agree and (9) respondents representing 3.28% disagree. This shows that a greater number of respondent agree that head teacher supervised teachers on the application of appropriate teaching methods. On item two (97) respondents representing 35.40% strongly agree that head teacher supervise teaching and learning activities, while (155) respondents representing

56.57% agree, (20) respondents representing 7.30% disagree and (2) respondents representing 0.73% strongly disagree. On item three (110) respondents representing 40.15% strongly agree that head teacher advises teachers on the application of relevant teaching method, while (145) respondents representing 52.92% agree, (10) respondents representing 3.65% disagree while (9) respondents representing 3.28% strongly disagree.

The fifth finding of the research question revealed that (100) respondents representing 36.50% strongly agree that head teacher supervises teachers on selection of relevant instructional materials while (155) respondents representing 56.57% agreed and (19) respondents representing 6.93% disagreed.

On the second item (100) respondents representing 36.50% strongly agreed that head teacher guides teachers on utilization of selection of instructional materials, (145) respondents representing 52.92% agreed, (20) respondents representing 7.30% disagree and (9) respondents representing 3.28%.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary of the whole work, Conclusion and Recommendations drawn based on the findings and Recommendations for further Study.

5.2 Summary

The study focused on the impact of supervision on teacher's task performance in Senior secondary of Kano municipal Kano state, Nigeria.

Background of the study, statement of the problem and objective of the study, Research questions, Significance of the study as well as scope and delimitation of the study were discussed. Conceptual and theoretical frame works were reviewed, types of educational or school supervision, scope of supervision, roles of supervision, principles of supervision, guideline of supervision, problems of supervision, teachers task performance as well as review of empirical studies related to the problems under investigation, summary and uniqueness were also highlighted.

The descriptive research design was adopted, in order to discover the stated objectives questionnaire was designed and administered to (278) teaching staff which were selected randomly out of (913) under the study population at senior secondary school in Kano municipal local government Kano state. The data collected from the field work were presented in tabular form; frequency count and simple percentage were used to analyze the data from the respondents. Discussion, summary of the findings were done with the view to make comparison with other related studies. The study reveal that are different types of school supervision employed by head teachers, there has been adequate supervision by the head teachers on effective classroom management, head teachers adequately check and guide teachers on appropriate way of designing lesson plan, supervision was carried out on

application of appropriate teaching method and it was also revealed that supervision covers instructional materials. Finally appropriate recommendations were proffered in the study which includes Seminars, conferences, workshops, training, trust and encouragement, rewarding the most effective teachers and encouragement to use instructional materials.

5.3 Conclusions

Based on findings of this research work, the following conclusions were drawn:-

1. Table 4.1 principals employed modern type of supervision by guiding, advising and offers corrections to teachers in senior secondary school of Kano municipal.
2. Table 4.2; item one, the head teachers guides the teachers on effective classroom management, while on item two; also head teachers assist the teachers on effective classroom control in senior secondary school of Kano municipal.
3. Table 4.3 head teacher adequately guides teachers on appropriate way of designing lesson plan and regularly checks teacher's daily lesson plan in senior secondary school of Kano municipal.
4. Table 4.4 head teachers supervised teaching and learning activities, advised teachers on appropriate teaching method and guide teachers on application of relevant teaching method in senior secondary school of Kano municipal.
5. Table 4.5 head teachers adequately supervised the teachers on appropriate utilization of instructional materials in senior secondary school of Kano state.

5.4 Recommendations

Any meaningful research work paves way for further researches in the same area using similar or different methodology in different organization; this research work is not an exception. This research work was conducted using descriptive survey methods, so other methods can also be applied others for better result.

5.4.1 Recommendations from the study

Based on findings of this study, the following recommendations were made:

1. Seminars, conferences and workshops should always be organised for head teachers by the appropriate authority such as ministry officials and Kano state senior secondary school management board (KSSMB) for the selection of appropriate types of supervision.
2. Head teachers should from time to time organize training of teachers to add to their performance on effective classroom management of Kano municipal, Kano state.
3. Head teachers should always trust and encourage teachers to perform more on designing sound lesson plan.
4. Head teachers should also find a way of rewarding the most effective teachers on the application of appropriate teaching method.
5. Teachers in senior secondary of Kano municipal should also be encourage to use instructional materials.

5.4.2 Recommendations for further studies

This research work was carried out to assess the impact of supervision on teachers' tasks performance in senior secondary school of Kano municipal of Kano state. For further study the researcher suggests that;

1. Other researchers should carry out similar studies in other local government areas of Kano state so as to have clear and comprehensive report on the problem under the

study in order to improve in supervision of teachers' task performance which has direct relationship with the effectiveness of teaching and learning process. Because the finding of the study reveal that teachers are properly supervised by the head teachers in senior secondary school of Kano municipal, Kano state.\

2. The study should be carried out in other schools in another state
3. The study should also be carried in junior secondary schools in other to find out teachers tasks performance.
4. The researcher also suggested that the study should be carried on assessment of leadership styles of principal on teachers tasks performance in senior secondary schools

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APPENDIX I
QUESTIONNAIRE

KANO MUNICIPAL ZONAL EDUCATIONAL SUPERVISOR'S QUESTIONNAIRE

Post graduate School,
Department of Education,
Bayero University, Kano
Kano State.

Dear Sir/Madam

I am conducting a research on the “Impact of Supervision on Teacher’s Task Performance in Senior Secondary Schools in Kano Municipality, Kano State”. The purpose of this research is purely academic and all information given shall be treated with utmost confidentiality. It is on this note that you are kindly requested to answer the following questions by making a tick (√) against your option.

PART ONE

This section seek to obtain personal data

Name of school.....

Gender M () F ()

Head teacher () classroom teacher ()

Age range: 25-30 () 31-35 () 36-40 () 41-45 () 41-45 () 46-50 () 51-55 ()

56-60 () 61-65 ()

Educational Qualification: Grade II () SSCE () DIPLOMA () N C E () B.ED ()
 B.Sc () M.ED () M.A () M.Sc () PhD () others () Working experience: 5-10yrs ()
 11-15yrs () 16-20yrs () 21-25yrs () 26-30yrs () 31-35yrs ()

PART TWO; QUESTIONNAIRE

Section A

The Following Type of Supervision employed by principal in my School	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
The principal employs traditional supervision through threatening teachers, finding out fault, not offering correction and advice				
The principal employs modern (human relation) type of supervision in which he give advice, guide teachers and offers corrections.				

Section B

The supervision employed by head teacher on effective classroom management	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
The head teacher guides the teachers on how to effectively manage classroom				
The head teacher assists the teachers on how to effectively control classroom				

Section C

The supervision employed by head teachers on teachers lesson plan	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
Head teacher guides the teachers on appropriate way of designing lesson plan				
Head teacher checks teachers daily lesson plan				

Section D

Supervision employed by head teacher on the application of appropriate teaching method	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
Head teacher supervise teaching and learning activities in my school				

Head teacher guides teachers on selection of appropriate teaching method
 Head teacher advises teachers on the application of relevant teaching method

No	TEST 1	TEST 2	R1	R2	R1-R2	D2
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Section E

supervision in utilization of appropriate instructional material	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
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The Headteachers supervises teachers on selection of relevant instructional materials in teaching

Head teacher guides teachers on utilization of selection of selected instructional materials

Appendix B
 Result of pilot studying

(Spearman ranking)

1	75	84	4	1	-3	9
2	75	72	4	5	1	1
3	71	71	6	6	0	0
4	80	77	2	2	0	0
5	75	69	4	7	3	9
6	77	75	3	4	1	1
7	75	76	4	3	1	1
8	85	76	1	3	-2	4
9	73	77	5	2	3	9
10	80	71	2	6	-4	16