

Supervision and Business Studies Teachers Performance in Selected Secondary Schools in Port-Harcourt Metropolis

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Abstract

The purpose of the study was to examine Supervision and business studies teachers' performance in selected secondary schools in Port Harcourt metropolis. The research adopted a descriptive survey design. Three research questions and three hypotheses were posed to guide the study. The population for the study was made up of 90 secondary school staff from 15 selected secondary schools (missionary, government and private schools) in Port Harcourt metropolis. No sampling technique was used since the population size was manageable for the study. The Instrument used for data collection was a structured questionnaire titled "Supervision and Performance of Business Studies Teachers Questionnaire" (SPBUSTQ). The reliability of the research instrument was established using test-retest method; Pearson Product Moment Correlation coefficient of .76 was obtained. The instrument was validated by three experts from the department of business education, Educational management and measurement and evaluation; all of Faculty of Technical and Science Education, Rivers State University. All copies of the questionnaire were retrieved and analysed using mean for the research questions and analysis of variance (ANOVA) for the hypothesis at .05 level of significance. The results obtained indicated that supervision affects the performance of business studies teachers and that effective supervision is hindered by certain challenges. However, there are strategies to enhancing supervision of business studies teachers. Thus, it is recommended that the challenges should not be neglected but should be tackled head-on.

Keywords: *Supervision, Business Studies, Teachers, Performance*

Introduction

In the Nigerian Educational system, Secondary Schools and Technical colleges begin the vocational training of youths for different forms of creativity and employment until they specialize in the Polytechnic, Colleges of Education, Universities and other related tertiary institutions in the country (Ekpo & Okon, 2014). Thus, it is required that adequate supervision of instructional activities takes place in the various levels of education to ensure that teachers participate fully in attaining the set objectives. However, certain challenges continue to impede the smooth administration of schools. In this regard, Affianmagbon (2007) observed professional laxity on the part of teachers as he claimed that many teachers are merely staying on the job to look for better jobs outside. He complained further that the constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and indiscipline constitute a big problem to the attainment of educational goals in secondary schools. This seem to be as a result of poor supervision and in order to remedy the situation, an improved supervisory mechanism must be put in place. Supervision is a systematic approach to observing individuals in an organization in order to

achieve set objectives. Supervision in secondary schools is the act of improving instructions through direct assistance to teachers, students, curriculum development, in service-training and provision of materials by the schools (Ogbaekirigwe, Chikezie & Iwu, 2016). Accordingly, Isineyi (2005 as cited in Ogbaekirigwe *et al*, 2016, p. 47) opined that supervision is the act of influencing workers in an organization to carryout work and services. It is a way of advising, stimulating, guiding, improving, refreshing, encouraging and overseeing certain groups towards achieving the organizational objectives (Durosaro as cited in Salau & Ajitari, 2012). Instructional supervision is an essential activity for the effective operation of a good school system; through the effective supervision of instruction, supervisors can reinforce and enhance teaching practices that will contribute to improved student learning (Ekundayo, Oyerinde & Kolawole, 2013). Eya & Leonard (2012) asserted that a supervisor is anyone assigned the function of helping teachers improve on their instructional competencies.

The 6-3-3-4 system of education introduced in 1982 gave birth to introduction of Business Studies in Junior Secondary Schools (JSS) curriculum (Okoro, 2013). He revealed further that Business Studies is integrated in nature which means that the subject is taught as a single subject with five major components of Bookkeeping, Commerce, Office Practice, Shorthand and Typewriting. According to Ahmed (2012, p. 39);

business studies is an integral part of vocational education “which encourages the use of the head and the hands in acquiring specific practical training required in business and industry at the junior secondary school level. She stressed further that business studies are taught as integrated subjects such as book keeping, commerce, office practice, shorthand and typewriting; while at the senior secondary school it is allowed to stand as separate subjects whereby students move towards a career option which they are likely to pursue further professional training at the university.

FRN (2009, as cited in Okoro, 2013, p. 131) outlined the objectives of business education to include;

1. It enables students to acquire the basic knowledge of business studies,
2. It enables students to develop the basic skills in office occupation,
3. It prepares students for further training in Business studies,
4. It provides orientation and basic skills to start a life of work for those who may not undergo further training,
5. It provides basic skills for personal use in future, and
6. It relates the knowledge and skills to the national economy.

Business studies remain a relevant subject in the secondary schools that develops in the learner, competencies that are needed for survival in the business world.

Statement of the problem

The need for adequate supervision of teaching and learning of business studies and our educational system in general, cannot be over emphasized. Poor supervision has resulted in poor performance in teachers and in turn led to poor quality of education. Ogbaekirigwe *et al*, (2016) argued that despite the attention of educational supervision system and its organs given by the ministry of education, it was observed that the secondary school educational supervision system shortfalls to keeping pace with modern trends of supervisory instructions and skills of the supervisor. This may also be observed amongst schools offering business

studies. Hence, the rising doubt about the effect of supervision on performance of teachers. This study therefore examined supervision and performance of business studies teachers in selected secondary schools in Port Harcourt metropolis.

Purpose of the study

The main purpose of this study was to examine supervision and performance of business studies teachers in selected secondary schools in Port Harcourt metropolis.

Specifically, the study sought to;

1. Determine the extent to which supervision affects the performance of business studies teachers in selected secondary schools in Port Harcourt metropolis.
2. Determine the challenges to effective supervision of business studies teachers in selected secondary schools in Port Harcourt metropolis.
3. Determine the strategies to enhancing effective supervision of business studies teachers in selected secondary schools in Port Harcourt metropolis.

Research Questions

The following research questions guided the study;

1. To what extent does supervision affects the performance of business studies teachers in selected secondary schools in Port Harcourt metropolis?
2. What are the challenges to effective supervision of business studies teachers in selected secondary schools in Port Harcourt metropolis?
3. What are the strategies to enhancing effective supervision of business studies teachers in selected secondary schools in Port Harcourt metropolis?

Hypotheses

The following hypotheses were tested;

1. There is no significant difference in the mean rating of the respondent groups on the extent to which supervision affects the performance of business studies teachers in selected secondary schools in Port Harcourt metropolis.
2. There is no significant difference in the mean rating of the respondent groups on the challenges to effective supervision of business studies teachers in selected secondary schools in Port Harcourt metropolis.
3. There is no significant difference in the mean rating of the respondent groups on the strategies to enhancing effective supervision of business studies teachers in selected secondary schools in Port Harcourt metropolis.

Methodology

The study adopted a descriptive survey design. The population of the study was 90 secondary school core supervisory staff made up of 45 supervisors (principals, vice principals and heads of business studies departments) and 45 business studies teachers drawn from 15 secondary schools (government, private and missionary schools). Due to the manageable size of the population no sample was taken; thus a total of 90 respondents was used for the study. The instrument used was a structured questionnaire titled “Supervision and Performance of Business Studies Teachers Questionnaire” (SPBUSTQ). The instrument provided response to the three research questions, using 15 Items weighted with a 4-point rating scale of “Very High Extent” (VHE) – 4 points, “High Extent” (HE) – 3 points, “Low Extent” (LE) – 2 points, “Very Low Extent” (VLE) – 1 point for items 1-5 and strongly agree (SA), agree (A), Disagree (DS), strongly Disagree (SD) for items 6-15. To establish the validity of the instrument, the questionnaire was subjected to face validity by one experts from the

Department of Business Education, one from Educational Management and one from Measurement and Evaluation all of Faculty of Technical and Science Education in Rivers State University. To ensure the consistency of the instrument, the test-retest method of reliability at an interval of 14days was adopted. The Pearson product moment correlation was used to establish the result. A reliability coefficient of .76 was obtained. The researcher administered the questionnaires personally to the respondents in the fifteen secondary schools. On each visit, the researches waited to retrieve the questionnaires. All 90 questionnaires were retrieved. Data analysis was done using the mean to analyze the research questions while analysis of variance (ANOVA) was used to test the hypothesis. The mean was obtained by the summation of all responses as assigned to a rating scale in an item divided by the total number of responses: $4+3+2+1/4 = 2.50$. The mean score of 2.50 and above was accepted, while those below 2.50 were rejected. The decision rule for the f-value is: If the f-calculated is greater than the f-critical, the null hypothesis is rejected but accepted if the f-calculated is less than f-critical at .05 level of significance, this is employed thus; $f = MSB/MSW$.

Results

Research Question 1

To what extent does supervision affects the performance of business studies teachers in selected secondary schools in Port Harcourt metropolis?

Table 1: Mean ratings on extent to which supervision affects the performance of business studies teachers. N=90

S/N	STATEMENTS	MISSION (X1)	GOVT. (X2)	PRIVATE (X3)	TOTAL X1+X2+X3	MEAN	DECISION
1	Lesson notes are always updated as a result of checks.	3.09	3.43	3.39	9.91	3.30	VHE
2	Punctual and early to class.	3.82	4	3.75	11.57	3.86	VHE
3	Organize practical sessions when necessary.	3.36	3.48	3.39	10.23	3.41	VHE
4	Avoids being absent.	3.91	4	3.83	11.73	3.91	VHE
5	Always neat and presentable.	3.36	3.42	4	10.78	3.59	VHE
TOTAL GRAND MEAN						18.07	
						3.61	VHE

Source: Survey Data, 2017.

The responses of the respondents in Table 1 indicated that items 1-5 with mean scores of 3.30, 3.86, 3.41, 3.91 and 3.59 were rated high. Thus, the grand mean of 3.61 indicates that there is a high extent to which supervision affects performance of business studies teachers.

Research Question 2

What are the challenges to effective supervision of business studies teachers in selected secondary schools in Port Harcourt metropolis?

Table 2: Mean ratings on the challenges to effective supervision of business studies teachers. N=90

S/N	STATEMENTS	MISSION (X1)	GOVT. (X2)	PRIVATE (X3)	TOTAL X1+X2+X3	MEAN	DECISION
6	Inadequate facilities to aid supervision.	3.01	3.41	2.99	9.41	3.14	SA
7	Poor incentives demotivate supervisors.	3.55	2.99	3.05	9.59	3.20	SA
8	Absence of qualified personnel's.	3.36	3.48	3.39	10.23	3.41	SA
9	Non cordial relationship between supervisors and supervisees.	3.21	3.11	3.03	9.35	3.12	SA
10	Minimal visit as a result of time factor.	3.33	3.38	3.15	9.86	3.29	SA
TOTAL GRAND MEAN						16.16 3.23	SA

Source: Survey Data, 2017.

The responses of the respondents in Table 2 indicated that items 6-10 with mean scores of 3.14, 3.20, 3.41, 3.12 and 3.29 were rated high. Thus, the grand mean of 3.23 indicates that the respondents agreed to the items listed above as major challenges to effective supervision of business studies teachers.

Research Question 3

What are the strategies to enhancing effective supervision of business studies teachers in selected secondary schools in Port Harcourt metropolis?

Table 3: Mean ratings on strategies to enhancing effective supervision of business studies teachers. N=90

S/N	STATEMENTS	MISSION (X1)	GOVT. (X2)	PRIVATE (X3)	TOTAL X1+X2+X3	MEAN	DECISION
11	Provision of adequate facilities to aid supervision.	3.33	3.13	3.36	9.82	3.27	SA
12	Regular payment of commensurate incentives.	3.25	3.35	3.39	9.99	3.33	SA
13	Engagement of qualified personnel's for supervisions.	3.16	3.22	3.28	9.66	3.22	SA

14	Enlightenment of supervisors and supervisees on the importance and nitty-gritty of supervision.	3.25	3.13	3.36	9.74	3.25	SA
15	Adequate time planning to encourage regular visits.	3.33	3.32	3.28	9.93	3.31	SA
TOTAL						16.38	
GRAND MEAN						3.28	SA

Source: Survey Data, 2017.

The responses of the respondents in Table 3 indicated that items 11 - 15 with mean scores of 3.27, 3.33, 3.22, 3.25 and 3.31 were rated high. Thus, the grand mean of 3.28 indicates that the respondents agreed to the items listed above as strategies to enhancing supervision of business studies teachers.

Hypothesis 1

There is no significant difference in the mean rating of the respondent groups on the extent to which supervision affects the performance of business studies teachers in selected secondary schools in Port Harcourt metropolis.

Table 4: Summary of analysis of variance and test of significance data on extent to which supervision affects the performance of business studies teachers

Source of Variance	Ss	Df	Ms	L/Significance	F-Cal	F-Crit	Decision
Between Groups	2.04	2	1.02	.05	0.71	3.15	Accepted
Within Groups	124.6	87	1.43				

Source: Survey Data, 2017.

Table 4 shows that at degree of freedom 2 and 87, the between groups variance score and within group variance score (between groups mean square and within group mean square) are 1.02 and 1.43 respectively. It is also seen that the calculated f-ratio of 0.71 is less than the f-critical of 3.15 at .05 level of significance. Thus, the null hypothesis is accepted that there is no significant difference in the mean rating of the respondent groups on the extent to which supervision affects the performance of business studies teachers in selected secondary schools in Port Harcourt metropolis.

Hypothesis 2

There is no significant difference in the mean rating of the respondent groups on the challenges to effective supervision of business studies teachers in selected secondary schools in Port Harcourt metropolis.

Table 5: Summary of analysis of variance and test of significance data on challenges to effective supervision of business studies teachers

Source of Variance	Ss	Df	Ms	L/Significance	F-Cal	F-Crit	Decision
Between Groups	2.68	2	1.34	.05	0.68	3.15	Accepted
Within Groups	171.6	87	1.97				

Source: Survey Data, 2017.

Table 5 shows that at degree of freedom 2 and 87, the between groups variance score and within group variance score (between groups mean square and within group mean square) are 1.34 and 1.97 respectively. It is also seen that the calculated f-ratio of 0.68 is less than the f-critical of 3.15 at .05 level of significance. Thus, the null hypothesis is accepted that there is no significant difference in the mean rating of the respondent groups on the challenges to effective supervision of business studies teachers in selected secondary schools in Port Harcourt metropolis.

Hypothesis 3

There is no significant difference in the mean rating of the respondent groups on the strategies to enhancing effective supervision of business studies teachers in selected secondary schools in Port Harcourt metropolis.

Table 6: Summary of analysis of variance and test of significance data on strategies to enhancing effective supervision of business studies teachers

Source of Variance	Ss	Df	Ms	L/Significance	F-Cal	F-Crit	Decision
Between Groups	1.98	2	0.99	.05	0.83	3.15	Accepted
Within Groups	103	87	1.18				

Source: Survey Data, 2017.

Table 6 shows that at degree of freedom 2 and 87, the between groups variance score and within group variance score (between groups mean square and within group mean square) are 0.99 and 1.18 respectively. It is also seen that the calculated f-ratio of 0.83 is less than the f-critical of 3.15 at .05 level of significance. Thus, the null hypothesis is accepted that there is no significant difference in the mean rating of the respondent groups on the strategies to enhancing effective supervision of business studies teachers in selected secondary schools in Port Harcourt metropolis.

Discussion of Findings

One of the findings of this study was that supervision of business study teachers leads to better performance in the opinion of the respondents. It also revealed that business studies teachers as a result of supervision; makes sure their notes are updated, they attend classes regularly and on time, they are presentable and organizes practical sessions as clearly listed in

table 1. This result is in line with the views of Ohiwerei and Okoli (2010) who revealed that Supervision is tailored towards ensuring that teachers follow the general guidelines. It is also in agreement with Ogbaekirigwe *et al* (2016) who argued that effective supervision helps the business studies teacher to develop a more ideal classroom environment, effective supervision helps to bring to the awareness of the business studies teacher the various resources that can help to improve his performance.

The findings also showed that certain factors hinder the effective supervision of business studies teachers. These include poor facilities, poor incentives, unqualified personnel's, unhealthy relationship between supervisors and supervisees and time factors as listed in table 2. This finding supports that of Ekundayo *et al* (2013) who revealed that there are challenges facing instructional supervision in Nigerian schools particularly the secondary school education. It also agrees with Ogbaekirigwe *et al* (2016) who revealed that facilities needed by the supervisors for supervision work are inadequate because of lack of fund; the frequency of visit to schools for the purpose of supervision is too minimal to any effectiveness.

Another findings of this study showed that there are several strategies to enhancing supervision of business studies teachers, such as adequate provision of facilities, improved incentives, proper enlightenment and planning as listed in table 3. This finding is in agreement with Ekundayo *et al* (2013) who revealed that for effective supervision to take place; adequate funds should be made available, capacity building of stakeholders and engagement of qualified supervisors should be encouraged.

Conclusion

Business study is a very important subject and as a skill-driven subject, efforts must be made to see that its set objectives are achieved. This can only be done when proper supervision is put in place. The challenges confronting effective supervision of the business study teachers must be tackled head-on if its objectives must be achieved.

Recommendations

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

1. Supervision of business studies teachers should be encouraged by all stakeholders to trigger better performance.
2. The challenges confronting effective supervision of business studies teachers should not be neglected.
3. Regular monitoring and evaluation of the supervisory mechanism should be encouraged as to x-ray problems and possible solutions.

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