

## Teachers' Professional Development and Instructional Supervision as Contributory Factor to Job Performance in Ogun State Secondary Schools, Nigeria

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### Abstract

Evident complacency of teachers as indicated by absenteeism, poor student grade return, poor record keeping, and laziness at work among others are clear indicting evidence that teachers' job performances call for questioning. The purpose of the study is to investigate the contribution of professional development and instructional supervision to teachers' job performance in Ogun State secondary schools. The study adopted descriptive survey research. The population comprised of teachers in Ogun state public secondary schools with 208 samples selected through a multi-stage sampling technique. Three adopted questionnaires (Instructional supervision scale, 0.88; Teachers Professional Development scale, 0.82; job performance scale, 0.74) were revalidated and used for data collection. Data collected were analyzed using simple percentage and multiple regression analysis (MRA). Findings show that there is a significant relationship among the variables of the study (professional development and instructional supervision,  $r = 0.262$ ,  $P < 0.05$ ; professional development and job performance,  $r = 0.182$ ,  $P < 0.05$ ; job performance and instructional supervision  $r = 0.078$ ,  $P < 0.05$ ). It also shows that professional development and instructional supervision have a significant contribution to teachers' job performance in Ogun state secondary schools ( $F = 1.550$ ,  $p < 0.05$ ). It also shows a significant contribution of professional development to teachers' job performance ( $F(1,205) = 1.257$ ,  $P < 0.05$ ) while instructional supervision also contributed significantly to teachers' job performance ( $F(1,205) = 1.257$ ,  $P < 0.05$ ). It is concluded that teachers will continue to improve their job performance once they are given the right training and are well-supervised. The study recommends that adequate and timely training should be provided to teachers based on their needs to enhance their job performance.

**Keywords:** Professional development, Instructional supervision, Teachers, Job performance, Secondary schools

### 1. Introduction

Educational institutions like other institutions rely to a large extent on the effectiveness of their human resource among other factors that are also essential in the attainment of institutional goals. The quality of teachers that work in a specific educational system helps in the attainment of positive learning outcomes in schools. Dolores and Ernest (2018) aptly opined that the performance of teachers is partly hinged on their pre-service training in addition to the in-service training given to them. To support good teaching quality, teachers who have good competence are needed, especially in basic education. A teacher's performance is an achievement that the teacher achieved in carrying out their duties or work during a certain period according to the standard competency and criteria set for the job. Teacher performance can be realized and restrained based on terms or competency criteria that must be controlled by each teacher. Dimanchetra and Wisaprom (2019) maintained that "Standard of the teacher performance is related to the teacher qualities in carrying out their duties such as: (1) working with students exclusively, (2) planning of learning, (3) utilization of instructional media, (4) connecting students in a variety of learning experiences, and (5)

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active leadership of the teacher. In today's competitive world training teachers has become extremely necessary especially to cope with the changing demands of the teaching industry. It is also necessary as it improves the caliber of the teachers to be able to face the changing nature of the profession. Unfortunately, not many trained teachers are available and the few available once are not discouraged for different reasons. This situation often results in students' poor academic display, meanwhile, students' academic performance has always been used as one of the measures of teachers' performance. This has led to endless questioning of teachers' performance on their job by stakeholders. Ezeugbore and Emere (2017) submitted that the level of complacency among teachers, truancy, absenteeism from classes, poor commitment to duty, and failure in carrying out instructions raise a concern. Therefore, the need of training the teachers arises. Training can influence teacher professionalism in teaching. Training and development can be thought of as processes designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students (Khan & Abdullah, 2019). The training given must be in line with the problems and needs of teachers in the field. It is part of the education process to acquire and increase skills outside the instruction system that applies in a moderately short period with approaches that arrange practice rather than theory (Steele & Zhang, 2016). Training is one of the methods of improving the quality of teachers' teaching. Therefore, there is a need to provide teachers with adequate training to encourage effective learning (Harris & Sass, 2011). Teachers must be able to update the value of teaching and academic study, as well as to evaluate the effectiveness and change strategies in teaching so that in this case teachers can comprehend the type of training that they need (Ginsburg, 2010; Yafie et al., 2020). Asu (2004) outlined that teacher training programs could affect teacher knowledge, teacher attitudes and beliefs, teaching practice, school-level practice, and student achievement. Training teachers provides them with the knowledge, skill, and ability that are relevant to the profession. Rahman, Jumani, Akhter, Christhi, and Ajmal (2011) confirmed that regular training programs for teachers provide them with the necessary job knowledge, skills, ability, and competency that is relevant for a smooth career as a teacher. Further, they added that the personality of the teachers is reshaped, their attitudes are properly shaped, their working habits are reformed and their personality is built only through training programs.

Training could be pre-service and in-service. Pre-service training is the training provided before the employment of teachers and is generally a pre-requisite for it. It is aimed at the professional growth of the teacher and is planned and provided in such a way that it leads to the development of a positive attitude toward education as well as improving performance in terms of better student learning. In-service training is an ongoing process that goes on continuously throughout the educational life of a teacher. As one does not finish learning with graduation, likewise the teacher training goes on improving with the passage of time by gaining experience and study throughout the life span of a teacher. It is a means to achieve educational change that will persist in-service education and training refers to all those activities that contribute to the professional growth and qualifications of an employee (Fazalur et al., 2011). Oguntimhenim and Akinyemiboth in Ojiemhenkele (2014) pointed out the functions of in-service training to cover increased productivity and performance, enhancement in work quality, improved skills, knowledge, better understanding, and attitudes. Abbas (2014) highlighted that some employees lack job knowledge, skills, and competence.

## 2. Literature review

Supervision is one of the ways to determine teachers' areas of need for training. According to Coimbra (2013), in the supervision of teaching, supervisors can reassure teachers to smear their abilities in carrying out their teaching tasks, inspire them to develop their abilities and encourage them so that teachers have genuine attention (commitment) to the duties and responsibilities so that through supervision of teaching, supervisors can foster teacher motivation. A teacher who is considered capable of carrying out their duties with the conditions that they have fulfilled before they are appointed as teachers still need supervision from various parties. Supervision must be able to help and solve the problems experienced by the teacher (Altunay, Arlı, Öz, &

Yalçınkaya, 2013). Supervision is to improve classroom management strategies, adhere to curriculum content, shape the direction and utilization of instructional activities, and discipline for effective control measures (Edo & David, 2019; Egbu, 2015). The aim of school supervision is to improve student learning but the direct focus is on teachers and the entire educational environment (Wairimu, 2016; Carlos et al., 2017). Supervision in education includes science, skills, personality, teacher welfare, staffing services, career paths, performance development, and professionalism, to bring teachers to an open, skillful attitude, their souls integrated with the task as an educator (Aripin, Arafat, & Fitria, 2020). Supervision is an effort to improve teaching, including stimulating, selecting job growth and teacher development, and revising educational goals, teaching materials, teaching methods, and evaluations (Hoque et al., 2020, Yafie et al., 2020). Supervision conducted by the school will help the teachers to develop the innovation and creativity that they have to be competitive and efficient to improve the quality of education (Aldaihani, 2017; Khun-inkeeree et al., 2019). Instructional supervision provides guidance to teachers and helps them to enhance their teaching practices that ultimately improve students' academic performance (Peretomode, 2001). Supervisory practices used by supervisors should be based on their personal beliefs and philosophies about supervision (Glickman, Gordon, & Ross-Gordon, 2001). Supervision practices need to provide immediate feedback and tangible ways how to assist a teacher to perform better in the teaching-learning process and support his/her professional development. As such, effective supervision, therefore, helps teachers to improve their work performances, develop the ability and confidence they need in classroom practices, and ensure professional growth and teacher quality.

## 2.2. Empirical review

Ampofo et al (2019) found that supervision by the school principal had a significant effect on teacher performance. In addition to the need for competence for teachers, other factors that contribute to determining teacher performance are job satisfaction and supervision (Osakwe, 2010). The study sees training and development as related concepts to organizational performance and thus falls in line with Ng and Siu (2004) that there is a positive link between investment in training and performance. Existing literature suggests that training and development provisions are taken as a sign by employees that their organization desires to enter into a special exchange with them, thus, creating a strong psychological bond between them and their employer (Garrow, 2004). Bredeson (2000) confirmed that the attention of the principal in improving teacher professionalism can be done through group discussions and class visits. Ibrahim (2014) verified that the head of departments' instructional supervisory role was positively correlated with teachers' job performance. Usman (2015) found a correlation between regular instructional supervision and teachers' performance among senior secondary school teachers. Benedicta-Appiah (2012) pointed out that training employees enhance knowledge of their job, skills, attributes, and competencies and ultimately workers' performance and productivity. The sample size was 30 from Ghana i.e., the primary data of 30 was collected from of HFC bank. The study (Pearce, 2017) revealed that training of the employee measured the effect of instructional leadership on teacher efficacy. He used a mixed-method approach on a sample of 29 principals and 109 teachers in Cobb County of Georgia, USA. The results of the Multiple Regression Analysis indicated no significant impact of instructional leadership on teacher efficacy. However, the answer to an open-ended question revealed that both, the teachers and the principals, perceived certain leadership behaviors to be a strong positive predictor of teacher efficacy improving the skills, abilities, competencies, knowledge, work behavior, morale, and confidence. Khan (2013) conducted qualitative research to explore core issues related to instructional leadership in public schools in Pakistan. In this case study, the data was collected through various means. The participants were interviewed formally and informally, the concerned documents were reviewed and events were explored. The findings revealed that the head teachers contributed inadequately to improving the instructional value of their schools although the necessary resources were available. Ali (2017) examined the relationship between school principals' instructional leadership on school effectiveness through the mediation of school culture. The study was conducted in Mardan, Pakistan. A direct positive relationship was found between instructional

leadership and school effectiveness. The findings of the study revealed that school principals in Pakistan are not provided with the appropriate training. Ali (2017) suggests the researchers probe further into how school leaders could develop instructional leadership skills with the minimum budget in developing countries like Pakistan. Supervision involves the practice of monitoring the work performances of teachers and providing feedback by using beneficial and suitable strategies that enable the correction of weaknesses in classroom practices in order to encourage professional growth and make better the flow of quality educational activities and services. School supervision is therefore a necessary process that entails a combination of activities concerning the teaching and learning process of a school for the improvement of teaching-learning quality in a school system (Habimana, 2008; Gongera, 2013). Apart from quality assurance in classroom practices, effective supervision also provides a guide for teachers' career and professional development. By assessing teachers' work performances through supervision, they become aware of their weaknesses and strengths and seek ways of self-improvement based on tangible criteria and constructive feedback mechanisms provided by supervision practices. Researchers have linked educational instructional supervision with teachers' professional development (Kutsyuruba, 2003), teachers' effectiveness (Ikegbusi, Gloria, Eziamaka & Nonye, 2016; Ghavifekr & Ibrahim, 2014; Veloo, Komuji, & Khalid, 2013; Oye, 2009), quality enhancement (Samoei Sr., 2014; Mukoro & Ogheneovo, 2013; Archibong, 2012) and teacher motivation (Esia-Donko & Baffoe, 2018; Ariffin, Idris, & Abdullah, 2015; Ghavifekr & Ibrahim, 2014).

Sabaitu and Ayandoja (2012) conducted a study in Nigeria that sought to find out the influence of supervisory activities in learners' academic achievement in the English Language in senior secondary schools. The purpose of the study was to examine the influence between supervision and students' academic achievement in senior secondary schools. The study showed that there was a significant impact of supervisory interventions put in place by school institutional managers on academic achievement in the English Language. The strategies that were used were checking students' notes, checking the teachers' punctuality, attendance, moderation of examinations, and class visitation.

Andreasen's (2009) findings in Arizona (USA) found a positive relationship between teachers' participation at workshops and students' success. The study concluded that teachers' participation in core-subject-related workshops is the best strategy that could be implemented to promote student success in Arizona public high schools. Also, Adeyanju (2015) conducted research on Teachers' Preparation, Professional Development, and students' Academic Achievement and reported a significant effect of teachers' professional development on students' achievement. This is not different from the finding of Yaro and Joseph (2017) who indicated that teachers' attendance at conferences and workshops has a significant influence on students' academic achievement in secondary school. Again, Irungu et al. (2019) research established that there was no statistically significant relationship between principals' role in promoting teachers' professional development and learners' performance.

The research results by Wiyono et al. (2017) showed that only 26% of supervision techniques affected teacher performance. The results of further research that were reviewed from school principal development activities also proved that only 35.3% of principal supervision techniques affected educational output in schools, far below the quality of other school management substances (Wiyono & Burhanuddin, 2020). In line with the previous research, the results of Sahbaz's (2011) study also showed that the in-service training program, which was a supervision technique, did not show a significant effect on the performance of the counselor. On the other hand, the results of Yavuz's (2010) study indicated that the supervision carried out by the principal did not meet the criteria. The study of Hoque et al. (2020) also showed that as a whole, the supervisory practices were not correlated with teachers' performance and attitude, and it was only directive supervision that was positively and significantly related to teachers' performance and attitude.

### Objectives of the Study

The study investigated the contribution of instructional supervision and professional development to teachers' job performance. The specific objectives considered the contribution of each of the variables and when they are combined.

### Research Hypotheses

The research thrives to test the following hypotheses:

Ho1: Teachers' Professional development, instructional supervision, and teachers' job performance will not significantly relate.

Ho2: Professional development and instructional supervision will not have a significant contribution to teachers' Job performance in Ogun State secondary schools.

Ho3: Professional development will not have a significant contribution to teachers' Job performance in Ogun State secondary schools.

Ho 4: Instructional supervision will not have a significant contribution to teachers' Job performance in Ogun State secondary schools.

## 3. Methodology

The study used a descriptive survey research design. This design allows for a variety of methods to recruit participants, collect data and utilize various methods of instrumentation

### 3.1. Population and Sample

The population for the study comprised teachers of government-owned secondary schools in Ogun state, Nigeria. The study used a multistage sampling technique to select 140 teachers. The first stage was the random selection of one senatorial zone (Ogun East Senatorial) in Ogun State, Nigeria. The second stage was the random selection of three local government areas from the selected senatorial zone. In the third stage, the proportionate sampling technique was used to select a total of 26 senior secondary schools from 42 senior secondary schools in the three LGAs selected and this represented a total of 62 percent of the entire schools in the three selected LGAs. A simple random sampling technique was used in the fourth stage to select 8 teachers from each of the participating schools. Thus, three LGAs and 208 teachers participated in this study.

### 3.2. Research instrument

This research used three survey questionnaires according to the variables of the study and it was used to gather accurate and less biased data using a descriptive survey research design. The questionnaire comprised the demographic characteristics of the respondents. The three questionnaires were adapted as described in Table 1 for data collection in this study.

**Table 1. Description of instrument for data collection**

Section	No of items	Dimensions	Source	Reliability index
<b>Gender</b>	2			
<b>Work experience</b>				
<b>Educational level</b>	4	Degree, Master, PhD		
<b>Instructional supervision scale</b>	30	Planning and Preparations Concept and Purpose Organization and Implementation Continuance	Sheena (2020)	0.88
<b>Teachers' Professional Development scale</b>	13	Teacher-students relationship Presentation Classroom management	Asiyai (2016)	0.82

<b>Teachers Job Performance</b>	34	Lesson preparation	Amin et al. (2013). 0.74
		Teaching skills	
		Classroom management	
		Discipline and Regularity	

**3.3. Results and analysis**

**Table 2. Gender, experience, and educational qualification of respondents**

Gender	%	Experience	%	Educational Qualification	%
Male	47.2	1-5	12	Degree	76
Female	52.8	6-10	32	Master	18
		11-Above	56	PhD	6

Table 2 shows indicate that 47.2% of the respondents are males and they are in their minority when compared with 52.8% of female respondents. It also shows that the majority (56%) of the respondents have work experience of 11 years and above while 76% of the teachers are first-degree holders. It is evident from the respondents’ demographic characteristics that the data present will be of quality

**Test of Hypotheses**

Ho1: Training, instructional supervision, and teachers’ job performance will not significantly relate

**Table 3. Relationship among the variables**

Variables	Training	Inst. supervision	Job performance
<b>Training</b>	1		
<b>Instructional supervision</b>	.262*	1	
<b>Teachers Job Performance</b>	.182*	.315*	1

\* indicates significance

Table 3 shows the relationship among the variables of the study. It shows that there is a significant relationship between professional development and instructional supervision ( $r = .262, P < 0.05$ ). The relationship between professional development and job performance is also significant ( $r = .182, P < 0.05$ ) while job performance and instructional supervision are also significant ( $r = .315, P < 0.05$ ). It can thus be concluded that there is a significant relationship among the variables of the study.

Ho2: Professional development and instructional supervision will not have a significant contribution to teachers’ job performance in Ogun State secondary schools

**Table 4. Model summary**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.361 <sup>a</sup>	0.130	.118	3.55954

a. Dependent Variable: Teacher Job performance

b. Predictors (Constant): Training, instructional supervision

Model Summary shows that 13% of the variation (R Square = 0.130) in the dependent variable (Job performance) can be predicted by the independent variables (professional development and instructional supervision). Thus, the combination of these variables contributes significantly to teachers’ job performance. Table 5 displays all the statistics of ANOVA as part of Multiple Regression

Analysis. The results of the analysis indicated that there was a significant linear regression relationship ( $F = 1.550, p < 0.05$ ) between independent and dependent variables

**Table 5. Multiple regression analysis of independent variables on the dependent variable**

Source of variation	Sum of Squares	Df	Mean Square	F-Ratio	Sig
Regression	39.284	2	19.642	1.550	.215 <sup>b</sup>
Residual	2572.080	203	12.670		
Total	2611.364	205			

Ho 3: Training will not have a significant contribution to teachers' job performance in Ogun State secondary schools

**Table 6. Model summary of professional development on teachers' job performance**

Source of variation	Sum of Squares	Df	Mean Square	F-Ratio	Sig
Regression	15.993	1	15.993	1.257	.004 <sup>b</sup>
Residual	2595.371	204	12.722		
Total	2611.364	205			

Multiple R = .182 ;  $R^2 = .033$ ; Multiple  $R^2$  (Adjusted) = 0.290;  
Stand error estimate = .980

Table 6 shows the result of the contribution of training alone as a predictor variable to teachers' job performance. The result shows a significant outcome ( $F_{(1,205)} = 1.257, P < , 0.05$ ). This implies that professional development as a predictor variable contributes significantly to the variance in teachers' job performance in secondary schools. The result further shows a multiple correlation coefficient of .182,  $R^2$  value of .033, and adjusted  $R^2$  value of .290. Thus, the predictor variable accounted for 3.3% of the variance in teachers' job performance in secondary schools.

Ho 4: Instructional supervision will not have a significant contribution to teachers' Job performance in Ogun State secondary schools

**Table 7. Model Summary of instructional supervision on Teachers' Job Performance**

Source of variation	Sum of Squares	Df	Mean Square	F-Ratio	Sig
Regression	15.993	1	15.993	1.257	.002 <sup>b</sup>
Residual	2595.371	204	12.722		
Total	2611.364	205			

Multiple R = .315;  $R^2 = .0992$ ; Multiple  $R^2$  (Adjusted) = 0.910;  
Stand error estimate = 9.241

Table 7 shows the result for the regression of instructional supervision as a predictor variable on teachers' job performance. The result shows a significant outcome ( $F_{(1,205)} = 1.257, P < , 0.05$ ). This implies that instructional supervision as a predictor variable contributes significantly to the variance in teachers' job performance. The result further shows a multiple correlation coefficient of .315,  $R^2$  value of .0992 and adjusted  $R^2$  value of 0.910. Thus, the predictor variable accounted for 10.0% of the variance in teachers' job performance.

### 3.4. Discussion

The finding of the study shows that the combination of professional development and instructional supervision significantly contributes to teacher job performance. This simply implies that these two variables are important to teachers' job performance. The issue of training teachers has always been a reoccurring issue for teachers to be up to date in their teaching especially considering the changing nature of the teaching-learning process. Pre-service training acquired by teachers may have become obsolete and depending on such knowledge or skill to teach students in modern times may not yield a positive result. Also, instructional supervision which involves assisting teachers to develop and improve the teaching and learning process and situation for a better one (Archibong, 2012) will assist supervisors to determine areas of teachers' need in training. The combination of the two variables aids one another. This is evident in the positive relationship obtained in the results. This finding contradicts the report of Wiyono et al. (2017) which showed that only 26% of supervision techniques affected teacher performance. Also, Hoque et al. (2020) findings showed that as a whole, the supervisory practices were not correlated with teachers' performance and attitude, and it was only directive supervision that was positively and significantly related to teachers' performance and attitude. Similarly to the findings of this study, Rahman et al. (2011) indicated that there was a relationship between teacher training and its effectiveness. The results of Malm's (2009) study also showed that training programs improved teachers' cognitive, emotional, and social abilities. It also aligns with Shah et al. (2011) that in-service education and training programs as forms of professional development had a significant effect on teacher performance in managing the class using various teaching methods, producing teaching aids, and teaching evaluation techniques. Somers and Sikorova (2002) also found that in-service education programs improved teacher-teaching practices.

Also, the study finds that professional development has a significant contribution to teachers' job performance. For policymakers working on improving educational systems, it is therefore important to develop policies that support the professional development of teachers in order to retain them on the job. This professional development of teachers is a lifelong process that starts at initial teacher training education and ends at retirement. Joyce and Showers (2002) posit that by improving teachers' development, organizational management will help them to excel at helping all students reach the high levels of achievement they need to succeed. Going by the above assertions, staff training and development is one of the important motivational strategies that will be used to enhance the performance and retention of high-quality teachers in the school system. These findings strongly agree with the work of Chukwu (2012) who holds the position that teacher training and utilization will make for quality education in Nigeria. This finding is thus consistent with most researchers including Obiekwe (2018), Nwaeke and Obiekwe (2017), Colombo and Stanca (2008) and Nwachukwu (2006) who maintained that training is a fundamental and effectual instrument in the successful accomplishment of any organization's goals and objectives, resulting in higher efficiency and improved productivity. Instructional supervision also indicated significance on job performance. Supervision provides teachers with the support, knowledge, and skills that enable them to succeed. Moreover, the quality of instructional supervision develops among teachers' good perceptions and positive attitudes toward the practice (Choy, 2011). Supervision involves the practice of monitoring the work performances of teachers and providing feedback by using beneficial and suitable strategies that enable the correction of weaknesses in classroom practices in order to encourage professional growth and better the flow of quality educational activities and services.



#### 4. Conclusions and Recommendations

It is evident from the study that training and instructional supervision are key to teachers' job performance. For teachers to perform optimally, factors like training and instructional supervision that have been found to contribute to job performance should be monitored. It is concluded that teachers will continue to improve in their job performance once they are given the right training and if they are well supervised. The study recommended that adequate and timely training should be provided to teachers based on their needs so as to enhance their job performance

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