

# Principals' Supervisory Technique as Predictor of Teachers' Motivation in Senior Secondary Schools in Yobe State, Nigeria

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**Abstract:** This paper assessed the principals' supervisory technique as predictor of teachers' motivation in senior secondary schools in Yobe State, Nigeria. There was one purpose that guided the study. One research question and one null hypothesis was formulated and tested at 0.05 level of significance. The population of the study was 5,322 subjects comprising school administrators and classroom teachers of senior secondary schools in Yobe State. The Sample size of 359 respondents comprising school administrators and Teachers were selected using Taro Yamane's method and 18 senior secondary schools were selected through purposive sampling. A structured questionnaire was used to gather data. Using five likert format rating scale. Mean and standard deviation was used to analyze the research question and linear regression was also used to analyse the null hypothesis. Findings from this study showed that Principals' supervisory technique predicted 9.0% of teachers' motivation. The result also established that Principals' supervisory technique and teachers' motivation were found to have weak relationship. ( $r$  value = 0.229). Principals' supervisory technique is moderate and teachers' motivation is high in senior secondary schools in Yobe state This study also recommended that principals and teachers should maintain cordial relationship with each other, ensure that all instructional materials are kept safe hence Teachers should plan their lesson update school records, use instructional materials in their daily classroom interactions, in senior secondary schools in Yobe State

**Key words:** Classroom Visitation Technique, Monitoring Instructional Materials and Teachers' Motivation

## I. INTRODUCTION

Supervisors have come under pressure, several times on their effect on staff performance. However, no matter what criticisms are leveled against them, their contributions cannot be over emphasized. If supervisors have the responsibility of improving staff performance by equipping them with knowledge, interpersonal skills, and technical skills, then one will say that organizations cannot do without supervisors. Principal as one of the supervisory agent in secondary schools is saddled with numerous responsibilities in the administration of secondary school. Principal's plays a paramount role and occupied an administrative position considered to be highest in the hierarchy of authority in

secondary schools which is occupied by a person charged with the tasks of planning, controlling and coordination of human, material, financial and time resources to foster the attainment of the school goals and objectives. The school principal as the instructional leader is entrusted with the responsibility of improving the quality of instructional delivery through adequate supervision of teachers.

According to Osakwe (2010) confirmed that the element of supervisory process, which is concerned with effort to guide the day to day activities of the work group by stimulating, directing and coordinating the workers and their efforts cultivating good working personal relationship so that they all work towards the means of achieving targets. Osakwe (2010) viewed that, it will be prudent for Ministry of Education to strengthen supervision that aims at guiding and coordinating the work of staff and all connected with school work in such a way that performance targets are achieved. Supervision aims at facilitating learning through planning, devising ways of improving teachers professionally and releasing their creative abilities and talents so that they will improve learning situation. Supervision is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organizations (Ugboko. 2012). The importance attached to school supervision in modern educational systems requires a lot of attention because many people are currently more conscious than in the past about the essence of education. As a result, there is a great interest in the day-to-day operations of the school system (Bessong and Ojong, 2009).

Ugboko (2012) stated that the school principals are the management body whose responsibility is to provide a variety of supervision techniques for teachers to see the need for change, plan for change and practice new behavior for effective teaching and learning. Instructional supervisory technique is the actions taken to mentor and monitor subordinates or teachers and provide supportive and conducive atmosphere for improvement in the instructional process. Osakwe (2010) asserted that supervision has a direct effect on staff performance. Supervisors assign tasks and clear

responsibilities of performing those tasks and they in turn expect accuracy and punctuality from assignees be it formal or informal. Ugboko (2012) stressed that principals' supervisory techniques require planning and systematic monitoring of subordinates and providing professional guidance and assistance to them in order to ensure the successful implementation of the formal or informal curriculum in the school. This implies that instructional supervision, provides opportunities for the supervisors to update their skills and knowledge in order to adapt the innovative ways of instructional delivery. It also provides a platform for interaction between the principal (supervisor) and the teacher (supervise). It is essential for the supervisor to involve subject experts during instructional supervision. This is because the school principal who as a graduate of Arts might have limited knowledge of the content and methodologies of teaching science subjects. Involvement of heads of departments or subject specialists is imperative in providing professional assistance to the supervisors.

(Nwaham et al., 2016) Saw instructional supervision as an internal process (micro-inspection). He opines that micro-inspection concerns itself with regular resources utilization and processes in a school and the maintenance of lines of action that promote productivity. The principal as the school administrator should, therefore, perform the within-school supervisory role in instructional improvement and in the evaluation of education. The school principal should, therefore, assist teachers in determining the right methods, teaching facilities, physical settings, classroom attributes that are most likely to promote effective learning in schools.

There are several instructional, supervisory techniques (Kajo 2011) listed the variety of supervisory techniques to include: classroom visitation/ observation, inter/intra school, team teaching practices, workshops, demonstration, clinical supervision and micro-teaching among others. This is also in line with (Kolade and Ogbomida 2013) who outlined supervision techniques as follow: classroom visitation, micro-teaching, research- approach, workshop, demonstration technique and tape recording. The supervisory techniques outlined by the above scholars adopted in this study are: classroom visitation/observation, workshop and demonstration. Classroom visitation or observation is a supervisory technique in which the principals visit the classroom and observe the teachers' delivery of the instruction taking account of their mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among others. (Kajo 2011) pointed out that classroom observation whereby the supervise, presents lesson, utilizing various teaching methodologies, instructional materials, interacting with the learners, assessing the students using both formative and summative evaluations, coordinating class activities, while the supervisor (principal inspects, observes and evaluates what and how the instructor has performed logically. This can usually motivate teachers and enhance teachers' morale to perform well in school.

(Kajo 2011) commented that after the classroom observation, the objective of the visitation could not be said to have been achieved unless, heads provide professional guidance and assistance to help teachers improve on their instructional delivery. Principals' supervisory techniques are a motivator for teachers not to witch- hunt, teachers, but to provide professional help for them to improve on delivery of teaching roles. The deficiency of the teachers observed during instructional supervision could be handled using the workshop supervisory technique. [5] pointed out that the workshop is a technique in which teachers are brought together in an organized way to enable principals communicate with them on the matters of school and classroom management and most especially on instructional improvement and can go a long way in facilitating teachers' motivation. (Osakwe 2010) commented that supervision of instruction has become very necessary in recent times because of the importance attached to education and the desire to improve the quality of education. According to (Kolade and Ogbomide) supervision is concerned with the provision of professional assistance and guidance to teachers and students by educational managers and administrators geared towards the achievement of effective teaching and learning in the school. The principal as a supervisor provides a professional guidance to teachers in order to improve their competencies for the effective teaching to enhance the learning and growth of the students. (Osakwe 2010) commented the school principals in carrying out their duties motivate the teachers to perform effectively in the areas of preparation of lesson plan and lesson notes before lesson delivery, good use of instructional methods and teaching aids, keeping and maintaining of school records, classroom management among others.

(Sule 2013) observed instructional supervision, improvement as the act of making progress in instructional delivery for better academic achievement and teachers' morale's motivator. School administrators should communicate new ideas and trends in the education industry to teachers in order to ensure instructional improvement. Principals should as a matter of urgency adopt supervisory techniques during workshops, ideas are exchanged, analyses of new ideas are achieved, evaluation concepts and suggestions are made, the conclusion is drawn and decision taken (Kolade and Ogbomida 2013). (Osakwe 2010) stated that through supervision the principal can provide meaningful feedback and direction to teachers that can have a profound effect on the learning that occurs in the classroom. Based on these, it has become vital that principals' supervisory techniques be properly directed to effective/efficient job performance and morale of teachers. This can only be possible through effective supervisory techniques

This may play a paramount role to increase the quality of secondary school products. An effective teaching and learning occur where conducive atmosphere exists when the teachers and the students feel safe, happy, comfortable, valued, accepted and secured, in order to achieve the

objectives of education and for it to have high standards. The principal must adopt appropriate management strategies, these strategies include planning, organizing, coordinating, directing and controlling for effective running of the school and employ relevant supervisory techniques such as classroom observation techniques, workshop techniques and monitoring school finances among others in order to improve teachers' morale in senior secondary schools.

Uduake and Eze (2015) defined motivation as an inducement, incentive, inspiration, encouragement in order to incite an individual to action. In this context, motivation is seen as all the efforts of the school principals in encouraging the teachers in the discharge of their assigned responsibilities in the school. Uduake and Eze (2015) opined that motivation as a concept sustains teachers' attitudes and behaviors in schools. This implies that hence, they need to understand why teachers behave the way they do in schools. Motivation enables the authorities in the school to influence teachers' morale in the ways the authorities find desirable and for any organization like the school's success depends on the efforts put to mobilize all people who make up the system to achieve the desired goals and objectives by the principal. Ugboko (2012) describes motivation as an inducement, incentive, inspiration; encouragement in order to incite an individual to action motivated behavior and is characterized by action and is directed towards the satisfaction of a goal or a need. Ugboko (2012) describes motivation as the eagerness and willingness of a person to do something without needing to be told or forced to do it. It brings about the maintenance of staff morale, reduction of friction, and dissatisfaction among the teachers in the school. Ugboko (2012) further stresses that motivation in the school setting is the totality of activities of an action which initiates, sustains and directs the behaviors of staff in the school environment.

Ugboko (2012) emphasized that motivation covers all the reasons which cause a person to act, including the negative ones like fear along with the more positive motives such as money, promotion or recognition as a source of motivation is both intrinsic and extrinsic. Intrinsic motivation occurs when people engage in an activity without external incentives. They get motivated when they can control the amount of effort they put on an activity since they know the results they will get, will not be by luck. Extrinsic motivation has to do with incentives. Incentives are external to a person and are provided by the management in order to encourage workers to perform tasks. Ugboko (2012) determined the purpose of motivation as to create conditions in which people are willing to work with zeal, initiative, interest, enthusiasm with a personal and group satisfaction, with a sense of responsibility, loyalty, discipline and with pride so that the goals of an organization are achieved effectively and found that motivation of employees was highly rated among the priorities. Wanja (2012) commented on teacher motivation that in Sub-Saharan Africa and South Asia with respect to motivation patterns, it is commonly argued that working in

rural schools is more difficult and thus more de-motivating than in urban schools due to poor living and working conditions. The findings from the country studies show that this is not necessarily the case. In South Asia countries, it appears that teachers in rural schools do feel disadvantaged. Wanja (2012) stated that the motivation is all those striving conditions such as wishes, desires, and urges to stimulate the interest of a person in an activity. Motivation is the inner state that causes an individual to behave in a way that ensures the accomplishment of goals. By this definition, motivation explains why people act as they do. There are two major types of motivation. These are intrinsic and extrinsic. Intrinsic motivation includes self-generated factors in a particular direction, such as responsibility, freedom to act, interesting and challenging work and opportunities for advancement. Extrinsic motivation includes what is done to people to motivate them. This includes rewards like increased pay, praise or promotion and punishments such as disciplinary actions, withholding pay. Mostly, extrinsic motivator has powerful effects, but does not last long, while intrinsic motivators, concerned with quality of working life are likely to have a deeper and longer term effect.

Motivation in school hinges on how satisfied or dissatisfied teachers are, with their jobs. Nwaham et al., (2016) observed that the idea and willingness of organizational members to work together towards the achievement of organizational goals is an essential characteristic of the organization in general. It is only through highly motivated faculty that educational organization can facilitate teachers' motivation and students' learning in certain directions since the Instructional supervisory role system interacts with teaching behavior system, it is assumed, therefore, that one outcome of the interaction would be the enhancement of motivation of teachers through the instructional supervisory role performance of school principals. Wanja (2012) stated that the quality of education and as a measure of improvement in the glaring downward trend in educational achievement, school supervision (internal or external) has been a veritable instrument for checking teachers' motivation. No doubt, the missionaries, in their education introduced Western education in the administration and management of their schools. Inspectors, who inspected schools with a view to ensuring that their school produced primarily, morally sound Nigerians, did not ignore standardization, efficiency and professionalism of supervision.

The problem statement of this study is based on the issue of poor quality teaching and learning in Nigeria secondary education has been of great concern to the stakeholders. This becomes pertinent because the educational standard have been faced with a lack of spirited efforts by the government at instilling discipline in secondary schools, lack of commitment, dedication and loyalty on the part of teachers and students, lack of incentives or poor teacher-motivation and poor supervision among others. It is against this background that the researcher intends to investigate the

principals’ classroom visitation technique, monitoring instructional materials and teachers’ motivation in senior secondary schools in Yobe State, Nigeria.

1.1 Objectives of the Study

The main purpose of the study is to determine the principals’ supervisory techniques as predictor of teachers’ motivation in senior secondary schools in Yobe State, Nigeria. Specifically, the study determines:

Research question 1: What is the extent of principals’ supervisory techniques in senior secondary schools in in Yobe State?

Table 1: Mean and Standard Deviation of principals and Teachers opinion on the extent of principals’ supervisory techniques in senior secondary schools in in Yobe

| S/N | ITEM  | Mean | Std.D | R |
|-----|---|------|-------|---|
| 1   | Principal checks teachers’ lesson plan regularly at this school                     | 3.53 | 1.16  | M |
| 2   | The principal checks teachers’ shame of work content is covered                     | 3.31 | 1.28  | M |
| 3   | The principal goes round the class to check that teachers adhere to class timetable | 3.15 | 1.37  | M |
| 4   | Principal visits teachers in class to ascertain pupils’ attendance                  | 3.28 | 1.36  | M |
| 5   | Principal monitors, teachers use of teaching aids                                   | 3.04 | 1.26  | M |
| 6   | Principal provides a store for safe keeping of teaching aids in the school          | 3.35 | 1.13  | M |
| 7   | Laboratories in the school are equipped for instruction                             | 3.12 | 0.89  | M |
| 8   | Principal allows school playground often for used by teachers                       | 2.97 | 1.08  | M |
| 9   | Principal provides a store for safe keeping of textbooks in the school              | 3.02 | 1.22  | M |
| 10  | Principal provides cardboard papers for charts for teachers                         | 3.29 | 1.47  | M |
| 11  | Principal awards to teachers who perform well in the school                         | 3.35 | 1.13  | M |
| 12  | Principal approves in-service training allowances to teachers                       | 3.12 | 9.897 | M |
| 13  | Principal allows school playground often for used by teachers                       | 2.97 | 1.08  | M |
| 14  | Principal organizes workshops/seminars for teachers                                 | 3.02 | 1.22  | M |
| 15  | Principal recommend teachers for promotion  | 3.29 | 1.47  | M |
|     | GRAND MEAN  | 3.25 |       | M |

Key: VHE=Very high extent 4.50 - 5.0, HE=High extent 3.50 - 4.49, ME=Moderate extent 2.50 - 3.49, LE= Low extent 1.50 - 2.49 and VLE=Very low extent 1.00 - 1.49.

Table 1: shows the mean and standard deviation of Teachers’ opinion on the extent of principals’ supervisory technique in senior secondary schools in Yobe State. A grand mean of 3.25 was found indicates that the principals’ supervisory technique is moderate in senior secondary schools in Yobe state.

Research question 2: What is the extent of teachers’ motivation in senior secondary schools in Yobe State?

Table 2: Mean and Standard Deviation of principals and Teachers opinion on the extent of teachers’ motivation in senior secondary schools in Yobe State?

| S/N | ITEM  | Mean | Std. D | R |
|-----|---|------|--------|---|
| 11  | Principal awards to teachers who perform well in the school   | 3.35 | 1.13   | M |
| 12  | Principal approves in-service training allowances to teachers | 3.12 | 9.897  | M |
| 13  | Principal allows school playground often for used by teachers | 2.97 | 1.08   | M |
| 14  | Principal organizes workshops/seminars for teachers           | 3.02 | 1.22   | M |
| 15  | Principal recommend teachers for promotion                    | 3.29 | 1.47   | M |
|     | GRAND MEAN  | 3.15 |        | M |

Key: VHE=Very high extent 4.50 - 5.0, HE=High extent 3.50 - 4.49, ME=Moderate extent 2.50 - 3.49, LE= Low extent 1.50 - 2.49 and VLE=Very low extent 1.00 - 1.49.

Table : shows the mean and standard deviation of Teachers’ opinion on the extent of teachers’ motivation. A grand mean of 3.57 was found indicates that the teachers’ motivation is high in senior secondary schools in Yobe state.

II. HYPOTHESIS

H<sub>01</sub> Principals’ supervisory technique does not significantly predicts teachers’ motivation in senior secondary schools in Yobe State, Nigeria.

Table : Summary of ANOVA of principals’ supervisory technique and teachers’ motivation

| Model | Sum of Squares | df     | Mean Square | F     | Sig.  |                   |
|-------|----------------|--------|-------------|-------|-------|-------------------|
| 1     | Regression     | 3.125  | 1           | 3.125 | 5.020 | .029 <sup>b</sup> |
|       | Residual       | 31.752 | 51          | .623  |       |                   |
|       | Total          | 34.877 | 52          |       |       |                   |

a. Dependent Variable: Teachers’ motivation

b. Predictors: (Constant), Principals’ supervisory technique

Linear regression analysis was conducted to test whether any significant prediction exists between principals’ supervisory technique and teachers’ motivation. The results show that principals’ supervisory technique significantly predict teachers’ motivation, F (1, 52) = 5.020, p = 0.029. Therefore, the null hypothesis was rejected since the p – value (0.029) is less than 0.05 levels of significance.

Model Summary of principals’ supervisory technique and teachers’ motivation

| Model | R                  | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|--------------------|----------|-------------------|----------------------------|
| 1     | 0.299 <sup>a</sup> | 0.090    | 0.072             | 0.78904                    |

a. Predictors: (Constant), Supervisory climate

The result shows how the independent variable predicts the variance in the dependent variable. The result shows that the predictor (principals’ supervisory technique) predicted 9.0% of the variance in teachers’ motivation.

Principals' supervisory technique and teachers' motivation were found to have weak relationship. ( $r$  value = 0.229)

### III. FINDINGS

The result shows that the predictor (principals' supervisory technique) predicted 9.0% of the variance in teachers' motivation. The result also established that Principals' supervisory technique and teachers' motivation were found to have weak relationship. ( $r$  value = 0.229)

### IV. CONCLUSION AND RECOMMENDATION

1. Principals and teachers should maintain cordial relationship with each other. There should be free flow of communication among members of the staff in all senior secondary schools in Yobe State so that principals' classroom visitation should be geared toward improving realization of specific objectives and general goal of education in the schools.
2. Principals should ensure that all instructional materials are kept safe hence Principals should also direct teachers to plan and update and use instructional materials in their daily classroom interactions as well as organizing workshop/seminars may enhance teachers' job performance in senior secondary schools.
3. Teachers should plan their lessons before going in to classrooms, update their records, use instructional materials in their daily classroom interactions, master their subjects, improve classroom management be punctual to classroom as these may enhance teachers' job performance in senior secondary schools.

### V. CONCLUSION

Base on the findings of this study there is moderate principals' classroom visitation technique and monitoring instructional materials and teachers' motivation is high in senior secondary schools in Yobe State, Nigeria.

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