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**SUPERVISION AND IN-SERVICE TRAINING AS CORRELATES OF  
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SENATORIAL DISTRICT**

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**Abstract**

*Secondary education is facing a lot of problems that has given rise to poor outputs or products. It was observed that poor quality of products from secondary schools was as a result of multi-faceted problems bedeviling the system in Nigeria. Such problems are inadequate facilities, low morale of teachers, poor supervision of schools, frequent changes in educational policies, lack of in-service training and so on. It is against this background problem that the study investigated the relationship among supervision, in-service training and secondary school teachers' productivity in Ogun State East Senatorial District of Ogun State, Nigeria. This study adopted the descriptive research design of the survey type, while the simple random sampling technique was used to select the sample. The sample of the study were 500 respondents. The research instrument was tagged: Supervision, In-Service Training and Secondary School Teachers' Productivity Questionnaire (SISTSTPQ). The reliability co-efficient of the instrument was 0.77. Inferential statistics of Pearson Product Moment Correlation (PPMC) was used to test hypotheses 1-2 and hypotheses 3 was tested using Regression Analysis at  $p < 0.05$  level of significance. The result of*



*the study showed that there was significant and positive relationship between supervision and secondary school teachers' productivity,  $r = (0.724), (0.017), p < 0.05$ ; the hypothesis two revealed that there was significant and positive relationship between in-service training and secondary school teachers' productivity,  $r = (0.765), (0.014), p < 0.05$ ; while the hypothesis three revealed that there was composite relationship among supervision, in-service training and secondary school teachers' productivity ;  $F (2, 480) = 36.943, P < .05$ .). The study concluded that supervision and in-service training has great implication on secondary school teachers' productivity. It was therefore recommended that there should be constant full supervision in both government and private owned secondary schools on yearly basis. Government should provide opportunities for teachers to attend trainings regularly so as to keep them abreast of present global trends in teaching and learning process.*

**Keywords:** Supervision, In-service training, Secondary School, Teachers' Productivity

### **Introduction**

Secondary education on its own has the broad aims of preparing students for useful living within the society and preparing them for higher education. Secondary school level is very pivotal in the educational system of the country because it is the bedrock which determines the academic and professional career of students. Secondary education in Nigeria is of six-year duration and divided into two stages; junior and senior levels of three years each (Garba, 2012). However, a cursory look at the secondary school system in Nigeria in recent times suggests that the schools are not living up to expectation in the provision of quality education in the three domains of learning, namely: cognitive, affective and psychomotor domains, thereby making schools ineffective in producing the needed quality human resource for national development.

Teachers are held responsible for the success or failure of educational organization because their productivity reflect the productivity of the system. Nakpodia (2001) cited in Nakpodia (2011) emphasized that teachers count more important than any other factor which contributes to the quality of education at any level of our

educational system. Teachers cannot give what they do not have. Their output is a determinant of their input which also gives room for proper evaluation. Owoeye cited in Getange (2016), asserted that variables of teachers' productivity such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. Getange (2016) explained that productivity on the part of the teachers is determined by their level of participation in the day to day running of the school, regularity in school, class attendance, and student's level of discipline and proper use of instructional materials to facilitate learning process.

Supervision is an exercise meant to assist, direct, stimulate and motivate teachers to improve teaching and learning process in the school system. Walker (2016) defined supervision as a task of improving instruction through regular monitoring of teachers. This means that a deficiency in this exercise may spell doom for the education system. It has been observed that the level of both internal and external supervision in secondary schools call for great concern. It appears that the principals of schools and heads of department who are in charge of internal supervision are being found wanting in their assignments. Inadequate or haphazard supervision could result in teachers' lackadaisical attitude towards their job and consequently make school ineffective.

In most Nigerian secondary schools, many of the teachers do not have opportunities to update their knowledge and skills either by attending seminars, workshops or conferences. In order to respond to this trend, the Federal Republic of Nigeria (2013) in the National Policy on Education made provision for development of employees by stating that teacher education shall continue to take cognizance of the changes in methodology and in the curriculum, and that in-service training, workshops, conferences, symposia for teachers and non-teaching staff shall be regulated.

The need for in-service training in schools is getting more attention for teachers to equip them with new knowledge and skills to face new challenges and reformation in education. In-service training can enhance the professionalism of teachers which can in turn contribute to the organization in order to achieve its goals. In-service

training is a professional and personal educational activity for teachers to improve their efficiency, ability, knowledge and motivation in their professional work. In-service training offers one of the most promising roads to the improvement of instruction. It includes goal and content, the training process and the context.

According to Ong cited in Adigun and Dairo (2021), in-service training is the totality of educational and personal experiences that contribute toward an individual being more competent and satisfied in an assigned professional role. The primary purpose of in-service training is to enable teachers to acquire new understanding and instructional skills. It focuses on creating learning environments which enable teachers to develop their effectiveness in the classroom. In the aspect of in-service training for teachers it is the driving force behind much change that has occurred in the area of teaching and learning. In-service training is so vital that teachers need to keep up to date on current concepts, thinking and research in their field and also promote professional growth among themselves in order to promote excellence among themselves, their environment and their students.

Kazmi, Pervez and Mumtaz (2011) in Syeda, Nighat and Syeda (2012) explained that, in service training for teachers enables teachers to be more systematic and logical in their teaching style. In-service training is a planned process whereby the effectiveness of teachers collectively or individually is enhanced in response to new knowledge, new ideas and changing circumstances in order to improve, directly or indirectly the quality of students' education. In-service training has undergone considerable change in the recent years. It is literally impossible today for any individual to take on a job or enter a profession and remain in it without any changes. There is no doubt that the National Policy on Education (2014) prescribed NCE as the minimum teaching qualification in Nigeria. Consequently, teachers now engage in one form of in-service training or the other to cater for their inadequacies and extend their professional competencies. Therefore, the study examined the relationship among supervision, in-service training and secondary school teachers' productivity in Ogun East Senatorial District.

### **Objectives of the Study**

The main objective of the study was to examine the relationship among supervision, in-service training and secondary school teachers' productivity in Ogun East Senatorial District. Specifically, the study:

- a. examined the relationship between supervision and secondary school teachers' productivity in Ogun East Senatorial District
- b. established the relationship between in-service training and secondary school teachers' productivity in Ogun East Senatorial District
- c. found out the composite relationship among supervision, in-service training and secondary school teachers' productivity in Ogun East Senatorial District

### **Hypotheses**

The following hypotheses were tested in the study

**Ho<sub>1</sub>:** There is no significant relationship between supervision and secondary school teachers' productivity in Ogun East Senatorial District

**Ho<sub>2</sub>:** There is no significant relationship between in-service training and secondary school teachers' productivity in Ogun East Senatorial District

**Ho<sub>3</sub>:** There is no significant composite relationship among supervision, in-service training and secondary school teachers' productivity in Ogun East Senatorial District

### **Review of Related Literature**

#### **Studies on Supervision and Secondary School Teachers' Productivity**

Agusiobo and Okonkwo (2019) investigated the role of classroom supervision on teachers' effectiveness in secondary schools in Enugu State. The population of the study comprised all 3,700 teachers in the 85 public secondary schools of Enugu and Awgu education zones. The sample was made up of 198 teachers from six secondary schools drawn through stratified random sampling technique. The study adopted a descriptive survey design. The instrument for data collection was Role of Classroom Supervision on Teachers' Effectiveness Questionnaire (RCSTE). Two 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 level of significance. The major findings showed that classroom observation by supervisors influenced to a great extent teachers' effectiveness and that checking of teachers' professional documents by classroom supervisors also influenced to a great extent teachers' effectiveness. The opinions of male and female teachers did not differ significantly with regard to the role of classroom supervision on their effectiveness. The opinions of experienced teachers and inexperienced teachers did not differ significantly with regard to the role of classroom supervision on their effectiveness.

Edo and David (2019) examined influence of school supervision strategies on teachers' job performance in senior secondary schools in Rivers State. The study adopted descriptive survey design. Four research questions and four hypotheses were drawn for the study. The population consisted of 7425 teachers and 268 principals. The sample size for the study was 569 respondents selected using Taro Yemen. The instrument was titled, Supervision Strategies and Teachers' Job Performance Questionnaire (SSTJPQ). A seventeen (17) structured items was designed on a 4-point scale of :Very High Extent (VHE), High Extent (HE), Very Low Extent (VLE), Low Extent (LE). Reliability coefficients yielded the results of 0.91, 0.68, 0.80, 0.85 and 0.88 respectively. Thus, 569 copies of the questionnaire were distributed and 440 copies retrieved. Specifically, mean scores were used to answer the research questions, while Z-test was used to test the hypotheses at 0.05 level of significance. Findings indicated both teachers and principals perceived that classroom visitation and demonstration as supervision strategies contributed to a very high extent to teachers' job performance. The study also found that there was no significant difference in the mean responses of teachers and principals on the extent to which classroom visitation and demonstration as supervision strategies influenced teachers' job performance in the study area.

Obakpolo and Osakwe (2015) investigated supervision as a determinant of public secondary school teachers' effectiveness in Central Senatorial District of Delta State. Seven research questions were raised and answered and seven hypotheses were formulated and tested to guide the study. The study adopted the correlational research design. A sample of 997 teachers was utilized for the study. The

research instrument used for data collection was the questionnaire titled teachers' supervision and teachers' effectiveness (TSTE) questionnaire. The data collected were analyzed using simple percentage for the socio-demographic data and simple regression and correlation statistics for the research questions and hypotheses. The seven hypotheses were tested at 0.05 level of significance. The results revealed that there was a significant relationship between teachers' supervision and their teaching effectiveness, there was a significant relationship between teachers' educational qualification and their teaching effectiveness, and there was a significant relationship between teachers' teaching experience and their teaching effectiveness, hence supervision was seen as a vital and critical element of teaching effectiveness.

#### **Studies on In-Service Training and Secondary School Teachers' Productivity**

Adigun and Dairo (2021) investigated the relationship among in-service training, performance appraisal and the productivity of secondary school teachers in Osun State, Nigeria. The study adopted the descriptive survey research design. A total of 516 respondents (486 Teachers and 30 Principals) were selected to constitute the sample for the study. However, only 480 questionnaires were retrieved. The instrument employed was questionnaire titled "In-service Training, Performance Appraisal and Teacher Productivity Questionnaire (ITPATPQ)". Four research questions were answered and four hypotheses were tested at 5% level of significance. Data collected were analysed using frequency counts, percentage, mean, Pearson Product Moment Correlation (PPMC), Multiple Regression analysis and t-test. The study revealed that there was no significant difference in the perception of secondary school administrators (principals) and teachers on the contributions of the use of performance appraisal for teachers' promotion (productivity) in Osun West Senatorial District, Osun State, Nigeria. Moreover, it was revealed that in-service training significantly have relationship with secondary school teachers' productivity in Osun West Senatorial District, Osun State, Nigeria ( $r = 0.370, p < 0.05$ ). It was also found that performance appraisal significantly had relationship with secondary school teachers' productivity in Osun West Senatorial District, Osun State, Nigeria ( $r = 0.492, p < 0.05$ ). In addition, in-service

training and performance appraisal jointly influenced secondary school teachers' productivity in Osun West Senatorial District, Osun State, Nigeria (F-ratio = 10.141,  $P < 0.05$ ).

Fejoh and Faniran (2016) investigated the impact of in-service training and staff development on workers' job performance and optimal productivity in public secondary schools in Osun State, Nigeria. The study used the ex-post-facto research design. Three research questions and three hypotheses were generated and tested using questionnaire items adapted from Raja et al (2014) but subjected to manipulation by the researchers which contained closed ended type of questionnaire based on the research questions and hypotheses and was structured on a four point Likert scale. The instrument was administered on a purposely selected population of 152 respondents while 134 questionnaires were returned. Data generated were analyzed using Analysis of Variance (ANOVA) and Multiple Regression Analysis to test the hypotheses at 0.05 level of significance. The findings showed that that in-service training and staff development had insignificant combined effects but significant relative effects on workers' optimal job productivity.

Eze (2016) found out the impact of training and retraining on teachers' productivity in Enugu State. The study used survey research design. A 20 item questionnaire designed by the researcher was used to collect data from the respondents. A sample of 256 teachers in secondary schools was used. Questionnaire was distributed by the help of two trained research assistants. Results showed that training and retraining enhanced teachers' productivity to a great extent. It also revealed that the perception of male (3.30) and female (2.94) differed on the impact of training and retraining on teachers' productivity. It was concluded that teachers need to be trained and retrained regularly in order to enhance their productivity on the job.

A similar study by Richard (2014) was on the impact of developmental training on staff performance in the Adeyemi College of Education, Ondo. The objective of the study was to find out the impact of developmental training on staff performance. The survey research design was used in the study. The population of the study was made up of 201 academic staff out of which a total of 101 academic staff was sampled out of the study. A self-designed questionnaire was used to collect data in the study. The instrument shows a unique reliability

index of 0.86. The descriptive statistics such as frequency counts and percentages was used for analyzed the bio-data of the respondents and to answer the research questions. The Findings shows that the various training programmes that are available in Adeyemi College of Education, Ondo did not impact positively in enhancing the skill, knowledge of the staff, and their performances on the job and service delivery. The ineffectiveness of the programmes had also led to the problem of staff retention in the college, especially among the highly experienced senior academic staff. Therefore, the study recommended that the college should emphasize on both on the-Job and off-the-Job training for staff of the college and staff training should be adopted to evaluate the effect of training on staff of the college. Finally, training should not be seen as a routine activity, but as an important aspect of personnel management and should be a constant and continues exercise.

Neelam, Israr, Shahid and Muhammad (2014) investigated whether training and development has impact on employees' performance and productivity. This paper is quantitative in nature. Data for the paper have been collected through primary source that are from questionnaires surveys. The data have been checked through statistical software to find the impact of training and development on employees' performance and productivity. There were two variable Training and Development (Independent) and Employees' performance and productivity (Dependent). Eight united banks limited were selected for the study. Eighty questionnaires were distributed for the collection of data. Descriptive statistic tools SPSS were applied on the questionnaire to see the reliability and consistency. The goal was to see whether Training and Development has an impact on Employees Performance and Productivity. Data were analyzed and discussed. The result showed that there was significant relationship between the variables, the Pearson correlation was used in study and Cronbach Alpha for each questionnaire was obtained. Frequency distribution was used to see the individual result of the study. Relevant literatures were also studied about topics related to this research.

### **Methodology**

The descriptive research design of the survey type was adopted for the study. The population of the study was all the 4521 teachers in all the



121 public secondary schools in Ogun East senatorial district of Ogun State. Simple random sampling technique was used to select 500 teachers as the respondents of the study. A self structured instrument tagged Supervision, In-Service Training and Secondary School Teachers' Productivity Questionnaire (SISTSTPQ) was used to elicit information from the respondents. The reliability of the instrument was 0.77. Four hundred and eighty two (482) questionnaires out of 500 were retrieved back. The data collected were analysed using Pearson Product Moment Correlation (PPMC) and Regression Analysis. All the hypotheses were tested at 0.05 level of significance.

## Results

**Hypothesis One:** There is no significant relationship between supervision and secondary school teachers' productivity

**Table 1: Supervision and secondary school teachers' productivity**

Variable	N	Mean	Standard Deviation	r	Sig (P)	Remark
Supervision	482	15.1504	2.53830	0.724	0.017	Significant
Teacher Productivity		66.1305	3.98314			

The results in Table 1 established relationship between supervision and teacher productivity. From the table, there was significant and positive relationship between supervision and teacher productivity,  $r = (0.724)$ ,  $(0.017)$ ,  $p < 0.05$ . Since the p-value is lesser than 0.05, therefore the hypothesis which states that there is no significant relationship between supervision and secondary school teachers' productivity in Ogun East Senatorial District was rejected. Therefore, a significant relationship existed between supervision and secondary school teachers' productivity in in Ogun East Senatorial District.

**Hypothesis Two:** There is no significant relationship between in-service training and secondary school teachers’ productivity

**Table 2: In-service training and secondary school teachers’ productivity**

Variable	N	Mean	Standard Deviation	r	Sig (P)	Remark
In-service Training	482	16.5951	1.69446	0.765	0.014	Significant
Teacher Productivity		66.1305	3.98314			

The results in Table 2 established relationship between in-service training and teacher productivity. From the table, there was significant and positive relationship between in-service training and teacher productivity,  $r = (0.765)$ ,  $(0.014) p < 0.05$ . Since the p-value is lesser than 0.05, therefore the hypothesis which states that there is no significant relationship between in-service training and secondary school teachers’ productivity in Ogun East Senatorial District was rejected. This indicated that a significant relationship existed between in-service training and secondary school teachers’ productivity in Ogun East Senatorial District.

**Hypothesis Three:** There is no significant composite relationship among supervision, in-service training and secondary school teachers’ productivity

**Table 3: Supervision, In-service Training and Secondary School Teachers’ Productivity**

R = .365 R <sup>2</sup> = .133 Adj R <sup>2</sup> = .130 Std. Error = 3.31124					
ANOVA					
Source of Variation	SS	Df	MS	F-ratio	P
Regression	1243.525	2	621.763	36.943	.000
Residual	8080.826	480	16.835		
Total	9324.351	482			

Source: Field Survey, 2024

The table 3 showed that there was significant composite contribution of the independent variables (supervision and in-service training) to the dependent variable (teachers' productivity);  $R = 0.365$ ,  $P < .05$ . The table further revealed {13.0% (Adj.  $R^2 = 0.13$ )} that about 13% of the variance in teachers' productivity was accounted for by the linear combination of the independent variables. The ANOVA results from the regression analysis showed that there was significant composite contribution of the independent variables to the dependent variables; ( $F_{(2, 480)} = 36.943$ ,  $P < .05$ .)

### Discussion of Findings

The first hypothesis showed that there was significant relationship between supervision and secondary school teachers' productivity in Ogun East senatorial District. The result obtained established that a significant and positive relationship exists between supervision and teacher productivity,  $r = (0.724)$ ,  $(0.017)$ ,  $p < 0.05$ . This study established that there was a significant relationship between supervision and productivity among Ogun East senatorial District secondary school teachers. The finding was consistent with Obakpolo and Osakwe (2015) who investigated supervision as a determinant of public secondary school teachers' effectiveness in Central Senatorial District of Delta State. The results revealed that there was a significant relationship between teachers' supervision and their teaching effectiveness.

The second hypothesis showed that there was significant relationship between in-service training and secondary school teachers' productivity in Ogun East senatorial District. The finding indicated that a significant and positive relationship existed between in-service training and teacher productivity,  $r = (0.765)$ ,  $(0.014)$ ,  $p < 0.05$ . The result agreed with the findings of Adigun and Dairo (2021) who investigated the relationship among in-service training, performance appraisal and the productivity of secondary school teachers in Osun State, Nigeria. It was revealed that in-service training significantly influenced secondary school teachers' productivity in Osun West Senatorial District, Osun State.

The third hypothesis showed that there was composite relationship among supervision, in-service training and secondary school teachers' productivity in Ogun East Senatorial District. The study agreed with the findings of Agusiobo and Okonkwo (2019) who

investigated the role of classroom supervision on teachers' effectiveness in secondary schools in Enugu State. The major findings showed that classroom observation by supervisors influenced to a great extent teachers' effectiveness and that checking of teachers' professional documents by classroom supervisors also influenced to a great extent teachers' effectiveness. The study also corroborated the findings of Fejoh and Faniran (2016) who also confirmed that in-service training and staff development had insignificant combined effects but significant relative effects on workers' optimal job productivity.

### **Conclusion and Recommendations**

The study concluded that there was significant relationship among supervision, in-service training and secondary school teachers' productivity in Ogun East Senatorial District of Ogun State. It was therefore recommended that there should be constant full supervision in both government and private owned secondary schools on yearly basis. Government should provide opportunities for teachers to attend trainings regularly so as to keep them abreast of present global trends in teaching and learning process.

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