

RELATIONSHIP BETWEEN SUPERVISOR'S ROLE PERCEPTION AND TEACHERS JOB PERFORMANCE IN ADAMAWA STATE PRIMARY SCHOOLS

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ABSTRACT

The study investigated relationship between supervisor's role perception and teacher's job performance in Adamawa state primary schools. Four objectives and four null-hypotheses guided the study. Fourteen (14) supervisors and Fifty (50) teachers constituted the population of the study. Two set of questionnaires were used. Test-retest method of reliability was adopted and found with a reliability index of 0.05. The statistical techniques employed ranged from chi-square to Pearson product moment correlation coefficient, were applied to the data generated. It was discovered from the study that, there was significant difference among supervisors in their level of role perception, like wise among the teachers on how they perceive supervisors and there was no significant relationship between supervisor's role perception and teacher's job performance. Based on the result obtained, recommendations were made.

Keywords: Supervisor's Role, Teacher, Job Performance, Education.

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Introduction

Among the numerous agent for transforming human society and improving the fortunes of individuals, education stand as an eminent one. It is the most powerful instrument for social progress and remain the greatest power yet known to man for his own development" (Njoku (2005) in Jiboyewa 2007:15). In most part of the world, education, particularly at the primary school level, is the foundation of an educational structure and the key to success or failure of the whole system. It is therefore necessary to lay a sound foundation for learning at the primary school level. For this to happen, supervisors and teachers are among the instrument for the success of the whole system. Educational supervisors and teachers serve and play vital role for quality control in the educational enterprise. Adesina (1983) argued that education is one of the universal tools in the development of individual and nations. He further argued that a predominantly literate or mis-educated society cannot expect to achieve any significant social, cultural or technological development. Thus; the desired development cannot be realized unless there is total commitment on the part of the government's parents, supervisors, head teachers, teachers and policy makers. Each of these has vital role to play in the effort to achieve its objectives. Unless it is led by highly dedicated and conscientious professional Administrators who plan, organized and direct the effort of the subordinates in the

desired direction. Baikie (2002) states that the major reason why within the last decade and half Nigerian has witness an unprecedented upsurge in the demand for education is due to its role in human development.

In its effort to raise and improve the standard of education by the federal government of Nigeria, the Universal Basic Education scheme was launched in September, 30th 1999. (Obasanjo 2000). The aim is to provide basic literacy and normalcy skills to Nigerian children and to inculcate skills to dropout in our society. The sole aim is to create self awareness in every child and provide such with the basic skills for survival. In support of that, both the federal, state and local government education authorities embarked on meaningful projects and the employment of qualified supervisor and teachers. It is of course the statutory obligation of the State Primary Education Board and Local Government Education Authorities to supervise the school in their areas. Supervisors in particular most do all they can to get teachers to do actual classroom teaching. This will enhance the performance of the children under their care.

According to Fika (2002), supervision refers to a process or activity by which an individual or group of individual help to improve teaching and learning situations in schools. This could be done by means of advising and stimulating interests in teachers and pupils. National Policy on Education (NPE) states that the objective of educational supervision is "to ensure quality control through regular inspection and continuous supervision of instructional and other educational services" (2004). Dwyer (1987) contends that the level of perception held by an administrator regarding his role determine his effectiveness. Nwankwo (1982) defined teacher's performance as the way in which the teacher behaves in the process of teaching and in carrying out of other responsibilities. Good and Murryam (1990) described teacher job performance as the ability to produce higher than predicted gains or standard achievement tests by the classroom teacher. Wali (1989) observed that job performance in the education could be measured in terms of the extent to which the defined institutional goals are achieved.

According to Robinson (1993) role perception is an individual's view of how he is supposed to act in a give situation. Role of the leader in an organization is highly significant in moving the organization forward. Subordinate, see him as a model and professional whom his by his wealth of knowledge and experience guides, direct and supports their efforts.

Statement of the Problem

This study about relationship between supervisor's role perception and teachers' job performance aims to bring about improvement of primary schools system. Though, Adamawa state and Local Education Authority of Mayo-Belwa in particular split supervisory areas in to few schools for supervision, employed qualified teachers, provide relevant facilities and improves conditions of service for supervisors, and teachers still unqualified pupils were graduated from our primary schools, this study intent to determine the reason with the above topic.

Objective of the Study

The objectives of the study were to determine the:

1. Primary schools supervisor's role performance.
2. Teacher's perception of supervisor's role performance.
3. Level of teacher's performance and relationship between supervisors' role perception and teachers' job performance.

Hypothesis

1. There is no significant difference among the supervisors in terms of role perception.
2. There is no significant difference among the teachers in terms of how they perceive their supervisor's role performance.
3. There is no significant difference in the level of teachers' job performance.
4. There is no significant relationship between the supervisors' role perceptions and teachers' job performance.

Methodology

This study is a correlational design. According to Isaac and Michel (1971) and Crewell (1994), correlational design permits the measurement of several variables and their inter-relationship simultaneously, showing how several variables either single or collectively affect a situation. The target populations for this study were all the primary schools supervisors and teachers in Adamawa state. A total of fourteen (14) supervisors and fifty (50) teachers were selected for the study.

The instrument used for the study was a survey instrument called the Profile of Schools (P.O.S.). The adopted instrument was used by Jiboyewa and Fika (1998) in a study of school organizational process. The first questionnaire was aimed at measuring role perception. It contains 12 items. It was answered by both supervisors and teachers. The second questionnaire was for the teachers to respond. It was aimed at measuring teachers' job performance and contains twenty (20) items. The Likert scale of measurement was used to measure the way the subjects respond to the items on the questionnaires. The adopted instrument was validated through the test-retest method with the aims of improving data collection, approaches, and scoring techniques. The adopted instrument was found valid with a reliability index of 0.05. The data were analyzed using chi-square (χ^2) and Pearson product moment correlation coefficient®.

Data Analysis

The collected data were analyzed by means of chi-square (χ^2) and Pearson product moment correlation coefficient®.

Hypothesis 1

There is no significant difference among supervisors in role perceptions.

Table 4.1: Chi-Square Test Frequencies on Supervisor Difference on Role Perception

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14
Chi-square	9.500	5.333	3.50	5.333	5.333	.5.333	5.833	5.333	1.333	6.500	9.500	8,000	9.500	6.500
Df	2	1	2	3	1	1	4	1	3	2	2	3	2	2
Asmp Sign.	.009	.0.21	.174	.149	.021	.429	.021	.010	.039	.009	.046	.009	.39	

Table 1 revealed that, the result of chi-square (χ^2) test of difference among supervisors on role perception at 0.05 level of significance shows statistical significant difference among the supervisors role perception. Therefore, hypothesis one is rejected.

Hypothesis 2

There is no significance difference among teachers on how they perceive supervisors role performance.

Table 4.2: Chi-Square Test Teacher’s Perception of Supervisor Role Performance

	A	S2	S3	S4	S5
Chi-square	3.000	4.000	2000	3.000	3.833
Df	4	5	6	8	4
Asmp Sign.	.558	.429	.920	.934	.429

Table 2 Showed that at the alpha level of 0.05 indicate there is significant difference among teachers on how they perceive their supervisor’s role performance. Therefore hypothesis two is rejected.

Hypothesis 3

There is no significant difference in the level of teachers’ job performance.

Table 4.3: Chi-Square Test on Level of Teacher’s Job Performance

	A	B	C	D	E
Chi-square	.8000	1.200	2000	.800	2.600
Df	8	7	5	8	6
Asmp Sign.	.999	.991	.849	.999	.857

Tables 3 at the alpha Level of 0.05 also indicate significance difference on the level of teachers’ job performance. We therefore reject hypothesis three.

Hypothesis 4

There is no significant relationship between supervisor role performance and teachers’ job performance.

Table 4.4: Correlations

		A	B	C	D	E	Supervisor
A	Pearson correlation	1.000	.384	.460	.338	.314	.017
	Sig. (2-tailed)		.274	.181	.339	.377	.962
	N	10	10	10	10	10	10
B	Pearson correlation	-.384	1.00	-.399	.062	-.66	.073
	Sig. (2-tailed)	.274		.253	.866	.856	.841
	N	10	10	10	10	10	10
C	Pearson correlation	.460	-.399	1.000	-.488	.640	-.042
	Sig. (2-tailed)	.181	.253		.152	.046	.908
	N	10	10	10	10	10	10
D	Pearson correlation	-.338	.062	-.488	1.000	-.779	-.576
	Sig. (2-tailed)	.339	.866	.640	-.779	.100	.447
	N	10	10	10	10	10	10
E	Pearson correlation	.339	.866	.640	-.779	1.000	.447
	Sig. (2-tailed)	.377	.856	.046	.008		.196
	N	10	10	10	10	10	10
	Pearson correlation	.017	.073	-.42	-.576	.447	1.000
	Sig. (2-tailed)	.96	.841	.908	.082	.196	
	N	10	10	10	10	10	10

Correlation is significant at the 0.05 level (2- tailed)

Correlation is significant at the 0.01 level (2-tailed)

Table 4.4 revealed the computed value is less than the tabulated value at alpha level of 0.95. The hypothesis can therefore be accepted and conclude that there is no significant relationship between super visor role perception and teachers job performance.

Discussion

It was revealed from the study that, total numbers of 64 respondents were use for the study. From table one, the result showed that there was significant difference among the supervisions in how they perceived then roles. This finding was in support of Dwyer (1987) who contains that the level of perception held by an administrator regarding his role determines his effectiveness. The reason for the finding might be due the fact that their, level of education, experience motivation and locations differ.

The findings further revealed significant difference in the way the respondents (teachers) perceived the supervisions on the performance. The reason for the findings might be due to the level of education, attitude and nature of leadership. This was in support of Robbinson (1993) who said that it is an individual’s view of how he is supposed to act in a given situation.

Another finding indicated that a teacher varies in terms of job performance. This might be as a result of their education experience and interest. These were in support of Wali (1987) who observed that job performance in the education can be measured in terms of the extent to which the destined institutional goals are achieved.

Further findings of the study also revealed that there was no significant relationship between supervisors role perception and teachers job performance. The reason for the findings might be due to the supervisor role perception and style of leadership. The

finding was in support of Adejumo (1984) who contends that the leadership be reserved for who in addition to the necessary academic qualification have the essential qualities of a good leader such as self discipline and tact fullness.

Conclusion

On the basis of the findings of this correlation study, it was concluded that supervisions of primary school were not on the same levels of role perception which depend on knowledge, experience, attitude, interest and mode of motivation. More so, Teachers were also differentiated in the way they perform their duties as a result of knowledge and experience.

Recommendation

Based on the findings the following Recommendation are made:

1. There is need to train some of the supervisors on aspect of school supervision this can be done through in-services training.
2. There is need for supervisors work hands in hand with teachers so that teaching/learning would be improved.
3. There is need to improve the relationship of supervisors to and teachers, through seminars and workshops.

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