

Training and Supervision as Predictors of Business Teachers' Job Performance for Policy and Practice in Nigerian Secondary Schools

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Abstract

This study investigates training and supervision as predictors of business teachers' job performance in Nigerian public secondary schools. A survey research design is adopted for the study. The population consists of 1,500 business-related subject teachers from four states in Nigeria's North Central Geo-Political Zone. 550 samples are purposely selected as the respondents from 20 schools. A structured questionnaire is used to collect relevant data from the respondents. Three experts from the Department of Business Education, Kwara State University, validated the questionnaire. The reliability coefficient of 0.71 was obtained through a split-half method. The hypotheses generated were tested using correlation and multiple regression analysis. The results show a strong correlation between training and teachers' job performance ($r = .786$) but a very low correlation between supervision and teachers' job performance ($r = .089$). Moreover, training and supervision explain the variation in teachers' job performance by 52.0%. Training and supervision indicate a positive influence on teachers' job performance. Regular capacity building such as workshops and conferences were recommended for the teachers in addition to the regular external and internal supervision. The government should also supply the necessary teaching facilities to help the teachers improve teaching and learning.

Keywords:

Training, Supervision, Teacher, Job Performance

INTRODUCTION

The quality of school products has been a great concern to stakeholders in the educational sector and the public in general. The Nigerian government introduced the 6-3-3-4 education system (six years in primary school, three years in junior secondary school, three years in senior secondary school and four years in tertiary education). Through that system, the government spent a huge amount of money on equipment without corresponding training of manpower in terms of teachers to use the machines. That explains why the 6-3-3-4 system of education has not worked out.

Accordingly, there is the need to embark on training, staff development, and supervision. The effects of having accidental teachers are all evident: poor students and ever-declining quality of education. The WAEC results of 2015 in business subjects showed that things are getting worse in the nation's education sector. There was a large percentage of failure

among students, but it is instructive to consider the quality of those who taught them in the first place” (Tijani, 2013).

For example, if a person who graduated with a low grade is employed as a teacher, we should expect that he would also produce students who are no better at attaining good grades. Thus, training and supervision emerged as the major prerequisite to enhance his job performance. The Federal Government seems to have lost focus as far as concentrating on planning, policy formulation and maintenance of this standard. Supervision of schools has been neglected by all tiers of government, leading to poor quality of teaching and learning. Schools are poorly funded, teachers are poorly remunerated, and overcrowded classes. The schools have no teaching aids, and teachers’ quality is poor (Tijani, 2013).

The Federal Government must accord education its priority through the formulation of sound policies, proper funding and strict enforcement of the various education laws if education and the school system are aimed to be effective. The state government must be carried along in all this. A nation that neglects the education of its people will remain at the backwater of the new knowledge-driven global order.

Alabi (2000) believed that performance results from input and that performance measures are the rating used to evaluate the employees. The author stated that “the only true measure of an individual’s effectiveness on the job is his or her value to the organization, and this is through job performance”. A teacher’s job performance implies a maximized qualitative and quantitative performance, which can be measured based on the student’s performance or output obtained when the teacher uses all available resources within his reach and gears towards the attainment of goals and objectives in a school system. The teachers are the initiators and facilitators of teaching and learning activities. They act as agents in higher institutions. Therefore, teachers can be regarded as the heart of quality improvement strategy because of the roles they perform (Abdullahi & Tijani, 2019).

The importance of training should not be overlooked in any organization, be it private or public. The primary identified problem warranted this study is the few trained and competent teachers in the Nigerian school system (Tijani, 2013). Also, supervision of schools has been neglected by all tiers of government, leading to poor quality of teaching and learning. Employee training plays a significant role in increasing job performance (Junejo et al., 2018; Iqbal et al., 2020). Therefore, employee training is of paramount importance and cannot be underestimated in the development and effectiveness of any organization. The lack of training caused many teachers and school managers to have nothing to offer regarding new ideas, facts, theories, and findings in education.

Similarly, the need for effective school supervision in today’s education industry cannot be questioned due to many schools’ ineffectiveness today. Currently, there is evidence of confusion and inefficiencies plaguing the educational system adopted, thus resulting from poor monitoring systems and the lack of adequate supervision and supervisors to achieve efficiency in the nation’s educational goals and effectiveness in the Nigerian school system. Therefore, this study examines the relationship between training, supervision and teachers’ job performance in business-related subjects in the Nigeria school system. Specifically, the study conducts correlation analysis to measure the relationship between training, supervision and business teachers’ job performance. Furthermore, this study also determines whether training and supervision contribute significantly to the job performance of business teachers through

regression analysis. Also, the study examines the level of business teacher job performance in the Nigerian School System.

LITERATURE REVIEW

Training

Training could be described as the process through which employees acquire knowledge, skills and attitudes that will improve their competencies to enhance their productivity. Dale (1980) considered training as a procedure through which employees of a particular establishment learn new knowledge or skill to attain specified objectives. To this end, training is a tool used by an employee to accomplish the set objectives.

According to Biswajeet (2012), training is defined as a program designed to improve performance and to bring about measurable changes in knowledge, skills, attitude and social behaviour of employees for a particular job. Teachers must therefore be subjected to regular training to enhance teaching and learning. Ahiaba (2002) defines training as a professional development activity provided to school personnel to enhance overall effectiveness. According to the author, training must be concerned with the abilities of individuals currently occupying positions and the abilities they will need to qualify for promotion of more responsibilities.

Nwachukwu (1988) identifies some conditions that will signal the need for training. The conditions or symptoms are:

- Discovery of the training need
- Getting ready for the job
- Establishing the objectives of the training programme.
- Identification of training method.
- Readiness of the employee to undergo training
- Excessive complaints
- In subordination and so on

Adeogun (2006) asserts that employees should be willing to undergo training and be ready and capable of contributing immensely to the development of the organization goals. Staff development, also referred to as in-service training, on-the-job training or professional development, is important because it helps to mould better teachers and administrators by improving their knowledge and skills. It instils the desire to perform better in their jobs and improves teachers' effectiveness in the classroom or office.

Training has no end. It begins when a staff member assumes duty and ends when he retires from active service (Ogunsaju, 2006). It is essential that every educator has the opportunity to undergo such training within the duration of their appointment. The training must be meaningful and purposeful, and it must also be tailored to meet the needs of the participants. As a first step, it is ideal for the personnel department to identify and assess the areas where the staff would need development and training.

Supervision

Supervision is concerned with the enhancement of the school effectiveness. It includes the overall development of the curriculum and the supply of materials. Ogunsaju (2006) describes it as a process of advising, stimulating, guiding, encouraging, and overseeing workers with the hope of seeking their cooperation for the supervisors to be successful in their task of supervision. Supervision of instruction is seen as the practice of monitoring the performance of school staff for further improvement on their job, thereby increasing the standard of schools and achieving educational goals. Adepoju (1998) points out that supervision is an interaction between two or more persons to improve an organization. It is also the process of stimulating growth and helping teachers in their job performance.

Supervision is concerned with the overall teaching and learning process. In this regard, Tijani (2016) describes supervision as the practice and monitoring the performance of teaching staff in the school system for further improvement on their curricular activities to enhance educational goals. Ijaiya (1991) states that supervision is a process that aims at helping professional growth and cooperation, thereby turning teachers into self-directive, creative and more productive employees. According to this author, the ultimate purpose of supervision of instruction is to improve people learning processes. Ogunsaju (2006) considers supervision as a supporting service to teachers in that it helps them understand their problems and assist them in seeking the best methods of solving them. Tijani (2016) again affirms that such a problem-solving approach helps to enhance teachers' performance and promotes a conducive climate for effective teaching and learning.

The prominence accorded educational supervision in Nigeria Educational policy reflects the importance of supervision in the education enterprise. The primary aim of supervision of instruction is to recognize each individual's inherent worth and ensure that the full potentials of all are realized (Aina, 2012). Identifying and developing unique individuals' talent and competencies is the philosophy underlying the supervision of instruction.

Teachers Job Performance

Many researchers have expressed the difficulty of determining the effectiveness or performance of teachers. Campbell and his associates (1971) stated that ascertaining the competence of teachers or administrators is a difficult matter. Establishing criteria for competence is essentially a variable procedure and vary from district to district. Edem (2012) expressed that the stimuli that infringe upon the pupils are various and difficult to measure, which could not explain the dynamic nature of pupils' behaviours due to teachers' influence on them. Margerison and McCain (1984) said the ability to perform the task is an obvious variable. However, they said that to the extent that people are put in jobs that demand skills and abilities that they either do not possess or have below the required, lower than desired levels of job performance should be expected. Earlier studies showed that in-service training positively impacted teachers' performance (Junejo et al., 2018; Iqbal et al., 2020). Moreover, Prasetyono et al. (2018) and Mbon (2021) found a significant influence of supervision on teachers' performance. Therefore, the following hypotheses are developed:

H₁: There is a significant relationship between training, supervision and business teachers' job performance.

H₂: Training and supervision have a positive and significant influence on business teachers' job performance.

School Effectiveness

Ogunsaju (2006) states that teacher job performance positively impacts school effectiveness. In a broader scope, effectiveness is the degree to which an organization strives to achieve its goals. For example, if schools A and B have one goal that the reading ages of all pupils should not be lower than their chronological ages and both achieved this goal, it means both schools are equally effective. But if school A had achieved this goal with the number of teachers and half the amount of reading materials than school B, it means that school A is more effective. In this case, effectiveness would then be a reasonably straightforward concept. He further stated that effectiveness defines the interdependent relationship between purpose, effort and accomplishment. It translates judgments, ratings and accomplishments into measurement to assess performance against objectives.

Consequently, an active school must be able to compete favourably in terms of output and reputation within its comparable cohort of schools. Every organization needs to work towards effectiveness in the realization of its goals. Effectiveness is the extent to which an organization realizes its goals or objectives. It is the attainment of the specific desired ends in organization. There are three elements in the administrative effectiveness on the part of the principal. They are vision, initiative and resourcefulness. They condition the manner and style of behaviour of principals (Blumberg and Greenfield, 1980). Tijani (2013) identified three factors as criteria for performance: student examination results, absenteeism, and turnover.

In summary, effectiveness can be termed as a measure of organizational performance. It involves doing the right things, producing creative alternatives, optimizing resources utilization, obtaining and increasing results. Among the determinants of effectiveness are productivity, stability, high morale, low turnover rate, maximization of individual potentials, values contributed to the society and satisfaction of employee needs.

METHOD

This study adopts a correlational survey research design. It examines the relationship between training, supervision and teachers' job performance in Nigeria public secondary school. This design was selected because it collects relevant data on the variables of the study and correlates the dependent variables (training and supervision) against the independent variable (teacher job performance).

The population for the study consisted of 1,500 teachers of the business-related subject from the North Central Geo-Political zone of secondary schools in Nigeria. 550 respondents were selected through purposive sampling techniques from 20 schools. The data for the study were collected through a structured questionnaire. This instrument was validated by three experts from the Department of Business Education, Kwara State University, Malete. The reliability test was conducted through a split-half method, and a coefficient of 71.6% was obtained, which justified the reliability of the instrument. Correlation analysis was used to test the first hypothesis. The correlation coefficients obtained were interpreted according to Yee et

al. (2015) (see Table 1). On the other hand, the multiple regression analysis was used to test the second hypothesis generated for the study.

Table 1: The strength of the correlation coefficient

Correlation coefficient	Correlation strength
.91 to 1.0	Very strong
.71 to .90	Strong
.51 to .70	Medium
.31 to .50	Low
.01 to .30	Very low
.00	No correlation

RESULTS AND DISCUSSION

Table 2 shows that the results of the correlation analysis. The correlation coefficient for training and teachers’ job performance was .786, indicating a strong relationship. Meanwhile, supervision and teachers’ job performance showed a very low correlation of .089. Training and supervision had a medium relationship with a correlation coefficient of .684.

Table 2: Correlation analysis results

Variable	Training	Supervision	Job Performance
Training	1.000	.684	.786
Supervision	.684	1.000	.089
Job Performance	.786	.089	1.000

Table 3 shows the results of multiple regression analysis. Training and supervision were tested as the predictors of Nigerians Secondary Schools teachers’ job performance. Based on Table 3, training and supervision explained the variation in teachers’ job performance by 52.0%. Training positively influenced teachers’ job performance ($\beta = 0.41$). Similarly, supervision positively influenced teachers’ job performance ($\beta = 0.32$). Hence, the null hypothesis, which states no significant relationship between training, and teacher’s job performance, is rejected.

Table 3: Regression analysis results

Variable	B	Standard Error	Beta	t-value	R²
Constant	312.31	5.88	.31	18.91	0.52
Training	40734.27	0.08	.41	52.13	
Supervision	30734	0.21	.32	38.32	

The finding explained that the rate at which teachers perform their jobs depends primarily on the amount of teacher training and supervision by the school system. Therefore, the results of this study supported previous studies that found a positive impact of in-service training on teachers' performance (Junejo et al., 2018; Iqbal et al., 2020). It is also in line with the finding of Ahiaba (2002), who observed that teacher training correlates with teacher productivity in secondary schools of Ojo Local Government Area of Lagos State, Nigeria. Additionally, the positive influence of supervision on teachers' job performance also corroborates with Prasetyono et al. (2018) and Mbon (2021). Good teachers' job performance may, in turn, determine the student's academic performance in Nigerian public secondary schools to a large extent.

Training of teachers may not in isolation bring about their job performance in secondary schools, but a combination of other factors such as supervision is not noticed to exercise much significant impact on teacher jobs performance. The result can be explained in the context that a better teacher job performance in secondary schools could be attained if the required qualified teachers supplied and are trained such teachers are efficiently supervised.

The relationship between training, supervision and teacher-job performance was exhibited in Table 2 and 3. Training was considered to be an improvement in the knowledge and skill of teachers in their present job while monitoring the teacher's performance for the improvement of the curricular and co-curricular of the school activities. Training is thus a teacher professional development activity that could enhance their knowledge, skills, and attitudes in teaching and learning. This statement corroborates the findings of Abdullahi and Tijani (2019), who jointly observed a significant impact of training on the digitalization of education for the effectiveness of the school system.

Supervision could be seen as a quality assurance mechanism of a teacher that is directed to the attainment of educational goals and objectives. Ijaiya (1991) stated that the school head is the supervisor of the instruction in the school system. This statement thus implied that the school principal is shaded with the responsibility of improving pupil-learning outcomes and attaining educational objectives through supervision. The following could be identified as some notable roles of school head:

- Ensuring that every person does what he or she is employed to do.
- Ensure a smooth flow of educational activities.
- Paying a regular visit to the classroom to observe lessons.
- Ensure adequate provision of instructional materials.
- Maintain discipline among staff and students

CONCLUSION

This study conducts correlation analysis to measure the relationship between training, supervision and business teachers' job performance. Moreover, this study also identifies the influence of training and supervision on teachers' job performance. The results show a strong correlation between training and teachers' job performance ($r = .786$) but a very low correlation between supervision and teachers' job performance ($r = .089$). Moreover, training and

supervision explain the variation in teachers' job performance by 52.0%. Training and supervision indicate a positive influence on teachers' job performance.

This paper concludes that teacher training is vital to their job performance. If teachers are well trained, they will perform better in the classroom. Thus, training enhances teaching quality to promote and improve student academic performance in Nigeria Secondary schools. Similarly, if the government supplies qualified teachers to schools and such teachers are well supervised, the school's goal will be attained and translated as school effectiveness.

As much as the school system needs supervision to achieve the desired educational objective, it is a good mechanism to upgrade teachers into the required standard. Teachers need supervision to work harder no matter their level of experience devotions. Without supervision, both teachers and school administrators backslide rapidly in their job performance and may reduce school effectiveness. School supervision helps to enhance teaching and learning effectiveness by improving teachers' professional competence, which includes technical, pedagogical and reflective skills. Teachers' competencies are paramount in facilitating student learning, and developing teachers' competencies is possible when adequately trained and effectively supervised.

Correspondingly, adequate training through workshops, conferences and in-service training should be regularly made available to the education teacher for improvement. Regular supervision (both internal and external) should be conducted by the school heads and the Ministry of Education. The necessary training facilities for business subjects should be made available in sufficient quantities for effective teaching and learning in Nigeria secondary schools.

In addition, policymakers should know that both training and supervision are inevitable tools for enhancing the effectiveness of secondary schools in Nigeria. It is pertinent to note that training as a form of capacity building aims to enhance teachers' job performance as it improves the teacher's knowledge, skills, and capability to perform the teaching task efficiently. Training is an inevitable tool that can be used in school to broaden teachers' knowledge. It also helps acquire the needed skills and attitude that help teachers perform effectively in the classroom. The goal of training is to create an impact that will last beyond the end time of the training itself. The focus is on creating specific action and commitment that enable workers to incorporate their new skills and idea back at work.

Furthermore, school supervision assists the school policymaker such as the State Ministry of Education and Teaching Service Commission in gathering necessary information about the schools concerning teachers, students and other related issues in their decision-making. School supervision is also necessary as it guides the headteachers towards proper administration of the school and ensures that everyone is in the school community work as a team towards the attainment of the educational objectives. Finally, school supervision ensures that public funds are judiciously spent and properly accounted for. It calls for a special investigation on fraud, the act of indiscipline and any other problem confronting the secondary school system in Nigeria.

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