

**RELEVANCE OF EDUCATIONAL SUPERVISION ON TEACHERS'
PROFESSIONAL DEVELOPMENT AS PERCEIVED BY
BUSINESS STUDIES TEACHERS IN AWKA
EDUCATION ZONE OF ANAMBRA STATE**

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Abstract

The study was carried out to examine the relevance of educational supervision on teachers' professional development as perceived by business studies teachers in Awka Education Zone of Anambra State. Four research questions guided the study. A descriptive survey research design was used for the study. The population consisted of 482 business studies teachers in Awka Education Zone public secondary schools in Anambra State. A sample size comprised of 145 business studies teachers was selected through the purposively sampling technique. A 20-items structured questionnaire titled relevance of educational supervision on professional development of business studies teachers' questionnaire (RESPDBSQ) was used for the Study. The instrument was validated by two experts in

Nnamdi Azikiwe University, Awka. The Pearson Product Moment Reliability Co-efficient was used to obtain a correlation coefficient value of 0.90. The researchers with the aid of two research assistants administered the instrument on the respondents and all the 145 copies of the questionnaires were distribute and retrieved. Data related to the research questions were analyzed using mean and standard deviation. Findings arising from the study revealed that business studies teachers in Awka Education Zones perceive educational supervision as relevant on their professional development in characteristics, curriculum and teaching methods. It was concluded that business studies teachers in the Awka Education Zone perceived educational supervision as being relevant in the enhancement of their professional development in all ramification in Anambra State. It was recommended among others that educational supervision should be regularly organized with the intent of assisting teachers to develop experiences in the teaching field.

Keywords: Education supervision, teachers’ professional development and business studies teachers.

Introduction

It is obvious and has been, since the beginning of schooling, that the teacher is the key to educational success, and one of the most important professionals in the school setting. It is in recognition of this fact that Iyamu (2010) lamented that no educational system can develop beyond the quality of the teachers since they are at the core of the implementation of educational programmes. The support and participation of the teachers are therefore crucial to any programme that involves teaching the learners. The job of a teacher encompasses helping students to develop a desire to learn, having a dedication to learning and passing this on to others, being aware of the needs of students and helping them grow in meeting these needs, knowing where to find required information and communicating this in an effective manner to students or acting as a catalyst in developing ideas (Olaitan in Archibong, 2013).

Teaching is an age long profession, and as such the commonest of all. Teaching is a process of impacting knowledge into the students by someone regarded to be more knowledgeable therefore, the teacher. Many notions are conceived by people of teaching or what it involves to teach. The commonest is that a teacher standing in front of some learners in the classroom, holding writing materials (chalk or board marker) and presenting some learning tasks to them (Seweje, 2010). Teaching could then be said to be an attempt to help someone acquire or change some skills, attitudes, knowledge, ideas, or appreciation. Anyawu, Izuagba, Obiefuna and Afurobi in Oloro (2014) defined teaching as the direction of the learning process so that desirable changes of a relatively permanent nature are brought about within the learner as a result of instruction. Teaching may be regarded as effective only to the extent that the desired and desirable changes in the students/learners towards expectations are realized (Okpanachi & Shaibu, 2009). However, Butts in Adedayo (2013) viewed teaching in three ways:

- i. Teaching could be what is taught as a doctrine or body of knowledge, such as the teachings of the church, which could otherwise be referred to as a body of ideas or system of belief.
- ii. Teaching could also mean an occupation or a profession, which one engages in for a living.

- iii. Teaching could as well refer to process of making things known to others or sharing with them in an organized school.

In other words, a successful teacher is one who teaches effectively, making use of his acquired professional experience. One who presents information orally, giving instruction, and organizing materials to learners in the learning processes. One's has goals, worries, fears frustrations and satisfactions related to his job, and reacts emotionally to learners, colleagues and others, lie assesses learner's progress and carries out a variety of activities that are characteristics of the institution that is called the school.

Since independence, the Nigerian government has realized that education should be the right of every Nigerian child and not a privilege. Since then and particularly now, there has been a strong national concern for eradicating illiteracy and improving the quality of education in the country. This realization has led to the publication of the National Policy on Education with its series of revisions. Also, the eventual signing of the Universal Basic Education Act in 2004 by the national assembly was indication of the importance Nigerian government placed on education (Kebbi, & Adediran, 2013)). In spite of all these efforts, the educational sector in the country has come under severe criticisms. The teaching profession, in particular has been blamed for the steady decline in the standard of education. The personal qualities for which the teachers were known and for which the teaching profession was held as a noble profession are allegedly dwindling. As the criticisms rage on, the critics suggest that the teacher can only overcome the criticisms made of their role and establish their position and esteem within the school society by once again exhibiting the personal qualities aforementioned.

The world has undoubtedly become a global village and the present economic realities and technological advancement in education has made the teaching profession a herculean task. To this note, there is the need to ensure professional development of the teachers. Teacher professional development according to Glatthorn in Anikweze (2014) broadly refers to the professional growth that a teacher achieves as a result of gaining increased experience and examining one's teaching systematically. Anikweze further noted that professional development includes both formal and informal experiences. The formal experiences include activities such as attending workshops and professional meetings, mentoring and so on. Informal experiences on the other hand relate to reading professional publications, watching television documentaries related to an academic discipline and so on. More so, for teachers to maintain a continuous development in their profession, they must undertake a lot of effective professional activities either individually or in groups through professional development strategies including study groups, peer-coaching, action research, mentoring, teaching portfolios, team teaching, and in-service training (Hismanoglu & Hismanoglu, 2010). However, professional development of teachers could also be in terms of classroom management, students' assessment, understanding of students' characteristics; and curriculum and teaching methods.

One important way of ensuring professional development of teachers is educational supervision. 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 organization. Thus, Kweku and Dwamena (2014) contend that educational supervision is seen as the stimulation of professional growth and development of teachers, selection and revision of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction.

According to Onasanya (2012) defined educational supervision as all efforts of designated school officials towards providing leadership to the teachers and other educational workers in the improvement of instruction.. Educational supervision is the process or act of seeing to it that the policies, principles and methods established for achieving the objectives of education are properly and successfully carried out (Akilaiya in Olawole, 2009). This process involves using expert knowledge and experience to oversee, evaluate and cooperatively improve the conditions and methods of doing things connected with the teaching-learning problems in schools. It also involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching; and the evaluation of instruction. It is what school personnel do in order to directly influence the attainment of the major instructional goals of the school. Supervision in school therefore, is a vital process and combination of activities which is concerned with the teaching and improvement of the teaching in the school framework. Essentially, the major aim of education is to enhance teaching and learning and the achievement of educational goals and objectives.

Business studies is one of the subjects offered at the junior secondary school and it is taught by business education graduates., According to Ekoh and Okwuanaso (2013), the teaching of this subject from the junior secondary school portrays the importance attached to it especially the basic skills of the subject. It is a subject that prepares and equips students with knowledge aimed at creating career awareness on saleable skills that will enable them to fit into the world of work with little or no difficulty (Okolocha & Nwadiani, 2014). It is an integrated subject that essentially made up of five components namely, typewriting, shorthand, book keeping, commerce and office practice (Ekpenyoung, 2011). It is a subject that equips its recipients with necessary skills, knowledge and competencies that enable them fit into the world of work, become self-reliant and contributes effectively to the economic development of the entire society. Therefore, a business study is an indispensable educational programme in salvaging Nigeria from the shackles of poverty and youth unemployment.

It is important to emphasize that to enhance the professional development of business studies teachers, educational supervision becomes an essential tool. By virtue of education supervision, business studies teachers would be fully competent and completely equipped to carry out their roles as teachers.

Statement of the Problem

In view of the new educational reforms in Nigeria, especially at the secondary education level, it is imperative to have effective supervision to promote and enhance the quality of instructions in schools. Again, with the upsurge of the use of Information Communication Technology (ICT) in schools, modern instructional materials are being introduced and used as instructional process. These call for effective supervision in deciding the nature and content of the curriculum, selection of patterns of school organization, learning materials that ensure educational growth, development of both students and teachers (Bessong & Ojonu., 2009). One of the most important reasons for educational supervision is to see that teachers' perform their duties assigned to them. To improve the professional development of teachers to enable they contribute their maximum quota towards the attainment of the goals of the schools.

Kassahun (2014) reported that one of the major problems in the school system today is lack of progressive teachers' professional development. This could be attributed to

ineffective educational supervision arising from the inability of the teachers to perceive its relevance to their professional development. The present researchers were worried by this ugly situation because of its effects on the professional development of business studies teachers in Anambra State. Hence, this study is imperative as it will examine the actual situation in the area to guide objective remedial actions by the concerned educational agencies.

Purpose of the Study

The main purpose of the study is to determine relevance of educational supervision on teachers' professional development as perceived by business studies teachers in Awka Education Zone of Anambra State. Specifically, the study sought to determine the:

1. Relevance of educational supervision on professional development of business studies teachers in Awka Education Zone of Anambra State in terms of classroom management.
2. Relevance of educational supervision on professional development of business studies teachers in Awka Education Zone of Anambra State in terms of student assessment.
3. Relevance of educational supervision on professional development of business studies in Awka Education Zone of Anambra State in terms of understanding students' characteristics.
4. Relevance of educational supervision on professional development of business studies teachers in Awka Education Zone of Anambra State in terms of curriculum and teaching methods.

Research Questions

The following research questions guided the study:

1. What relevance does educational supervision has on professional development of business studies teachers in Awka Education Zone of Anambra State in terms of classroom management?
2. What relevance does educational supervision has on professional development of business studies teachers' in Awka Education Zone of Anambra State in terms of student assessment?
3. What relevance does educational supervision has on professional development of, business studies teachers' in Awka Education Zone of Anambra State in terms of understanding students' characteristics?
4. What relevance does educational supervision has on professional development o business studies teachers' in Awka Education Zone of Anambra State in terms of curriculum and teaching methods?

Method

A descriptive survey research design was adopted for this study. The researchers considered this design appropriate for this study since it intended to collect data from business studies teachers in public secondary schools in Awka Education Zone in order to explore their opinion regarding the relevance of educational supervision on their professional development. The population for this study comprised public secondary schools business studies teachers in Awka Education Zone of Anambra State and

information gathered from the Secondary Education Management Board (SEMB) of Anambra State showed that there are 482 business studies teachers in Awka education zone. The sample size of this study comprised of 145 business studies teachers using a purposive sampling. Out of the 482 business studies teachers used as subjects of the study, 30 percent of business studies teachers were selected through randomization from each stratum. The instrument for data collection was a structured questionnaire developed by the researchers based on the, review of related literature and research questions guiding the study. The questionnaire titled Relevance of Educational Supervision on Professional Development of Business Studies Teachers Questionnaire (**RESPDBSQ**) which consist of two sections A and B. Section “A”: sought the demographic data of the respondents while section "B" consisted of 20- items questionnaire on a 4-point rating scale of: Strongly Agree (SA= 4 points), Agree (A = 3 points) Strongly Disagree (SD = 2 points) and Disagree (D = 1 point).

The instrument was validated by three experts, in business education from the Department of Vocational Education, Nnamdi Azikiwe University, Awka. Their comments enhanced the face and content validity of the instrument. A pilot test method was used reliability of the instrument using Spearman's (r) to obtain a correlation coefficient value of 0.90 which indicates that the instrument is reliable. A total of 145 copies of the questionnaire were administered to the respondents with the help of two research assistants and all were retrieved. The data collected were analyzed using mean score and standard deviation. The midpoint for the scale is 2.50. Any item with a mean rating that is equal to or more than 2.50 indicates that the respondents agree with the statement. While mean responses below 2.50 indicates disagreement with the statement.

Results

Research Question 1:

What relevance does educational supervision has on professional development of business studies teachers in Awka Education Zone of Anambra State in terms of classroom management?

Table 1: Means scores and standard deviation of respondents on the relevance of educational supervision on professional development of business studies teachers in terms of classroom management in Awka Education Zone. (N = 145)

S/N	Educational supervision on professional development in terms of classroom management	Mean (\bar{X})	Standard deviation (SD)	Remarks
1	Educational supervision makes teachers familiar	3.56	0.91	Agreed
2	Educational supervision guides teachers to encourage their pupils to express their ideas and feelings	2.87	0.66	Agreed
3	Educational supervision helps to establish a positive rapport/cordial relationship with students	3.58	0.56	Agreed
4	Educational supervision helps teachers to see ways of considering and teaching students with mixed abilities	3.97	0.77	Agreed
5	Educational supervision helps teachers to be in full control of the class	3.95	0.88	Agreed
	Mean of Means	3.59		Agreed

Data in Table 1 show that the respondents generally agreed on all the items as elements of supervision on professional development in terms of classroom management

Research Question 2:

What relevance does educational supervision has on professional development of business studies teachers' in Awka Education Zone of Anambra State in terms of student assessment?

Table 2: Means scores and standard deviation of respondents on the relevance of educational supervision on professional development of business studies teachers in terms of students' assessment in Awka Education Zone. (N = 145)

S/N	Relevance in terms of students' assessment Educational supervision in terms of students' assessment.	Mean (\bar{X})	Standard deviation (SD)	Remarks
6	Educational supervision helps teachers get familiarized with various assessment techniques	3.71	0.65	Agreed
7	Educational supervision encourages teachers to take notes of students' performance for assessment records	3.37	0.55	Agreed
8	Educational supervision trains teachers to be able to design effective class exercises, tests and examinations	3.15	0.47	Agreed
9	Educational supervision encourages teachers to benefit from the assessment results to suggest ways and solutions for their learning difficulties	3.32	0.56	Agreed

10	Educational supervision guides teachers to use practical ways of diagnosing pupils' strengths and weaknesses	2.95	0.76	Agreed
	Mean of Means	3.30		Agreed

Data in Table 2 show that the respondents generally agreed on all the items would enhance their professional development in terms of students' assessment.

Research Question 3:

What relevance does educational supervision has on professional development of business studies teachers' in Awka Education Zone of Anambra State in terms of understanding students' characteristics?

Table 3: Means scores and standard deviation of respondents on the relevance of educational supervision on professional development of business studies teachers in terms of understanding of students' characteristics in Awka Education Zone. (N=145)

S/N	Relevance in terms of understanding students' characteristics	Mean (\bar{X})	Standard deviation (SD)	Remarks
11	Educational supervision helps teachers to identify students developing characteristics to create positive learning attitudes	3.95	0.52	Agreed
12	Educational supervision directs teachers to develop their skills in dealing with students' varied behaviours	3.65	0.55	Agreed
13	Educational supervision trains teachers to be able to use effective methods to help students to overcome their learning difficulties	3.35	0.68	Agreed
14	Educational supervision assists teachers on how to deal with slow learning students and discuss how to address their weaknesses	3.74	0.59	Agreed
15	Educational supervision helps teachers to discern ways of adapting instruction to individual students learning pace	2.87	0.76	Agreed
	Mean of Means	3.52		Agreed

Data in table 3 show that the respondents generally agreed on all the items would enhance their professional development in terms of understanding students' characteristics.

Research Question 4:

What relevance does educational supervision has on professional development of business studies teachers' in Awka Education Zone of Anambra State in terms of curriculum and teaching methods?

Table 4: Means scores and standard deviation of respondents on the relevance of educational supervision on professional development of business studies teachers in terms of curriculum and teaching methods in Awka Education Zone. (N= 145)

S/N	Relevance in terms of curriculum and teaching methods	Mean (\bar{X})	Standard deviation (SD)	Remarks
16	Educational supervision help to train teachers in the use of modern innovative teaching methods	3.64	0.42	Agreed
17	Educational supervision trains teachers on how to develop students' communication and thinking skills	2.78	0.77	Agreed
18	Educational supervision keeps teachers updated with current trends and issues in school curriculum	3.51	0.70	Agreed
19	Educational supervision encourages teachers to discuss ways of solving any problem in the school curriculum	3.67	0.48	Agreed
20	Educational supervision advises and helps teachers in the preparation of scheme of work and lesson plans	3.55	0.58	Agreed
	Mean of Means	3.43		Agreed

Data in Table 4 show that the respondents generally agreed on all the items would enhance their professional development in terms of curriculum and teaching methods.

Discussion of the Findings

The findings of this study revealed that business studies teachers in Awka Education Zone of Anambra State agreed that all the items on educational supervision would be relevant in enhancing their professional development. It was revealed from the study that educational supervision is relevant to the professional development of business studies teachers both in terms of classroom management, students' assessment, understanding of students' characteristics and being updated with the current issues in school curriculum and teaching methods. This is because all the mean scores were above 2.50 which was the cut of point. The findings of this study is in agreement with that of Apenteng (2012) whose study revealed that a strong positive relationship exists between educational supervision and teachers' professional development. The researcher further noted that educational supervision is one important tool used to ensure that they are always on top of their profession. This finding is also in line with that of Dangara (2012) who opined that educational supervision will aid teachers' effectiveness in terms of keeping abreast with the curriculum, classroom management and other aspects of the teaching profession.

Conclusion

Based on the findings of the study and discussion, it was concluded that business studies teachers in Awka Anambra State perceive educational supervision as being relevant in the enhancement of their professional development in all ramification. Hence, it could be concluded that through educational supervision, they (business studies teachers) could be assisted to improve on their previous activities by learning new trends in the teaching

profession, discussing experiences with colleague teachers, and reflecting on their teaching.

Recommendations

The following recommendations were made based on the findings of the study:

1. Educational supervision should be regularly organized with the intent of helping teachers to develop their experiences in the teaching field. This could be achieved by explaining the importance of current educational issues, identifying teachers' professional needs, and encourage them to engage in self-motivated learning so as to update their professional knowledge, skills and experience.
2. Educational supervisor should as a matter of professionalism not be interested in finding faults of teachers but more importantly, teach by demonstrating the use of modern or perhaps innovative teaching strategies during professional development activities. More so, teachers should be encouraged to discuss ways of addressing challenges identified in the school curriculum.
3. Competent and well qualified supervisory personnel should be employed and trained so as to offer effective and professional supervision in schools.

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