



# RESOURCE SUPERVISION AND TEACHING EFFECTIVENESS: PERSPECTIVES OF PHYSICAL AND HEALTH EDUCATION LECTURERS IN TRAIN-THE-TRAINER INSTITUTIONS IN NIGERIA

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## ABSTRACT

The study assessed perspectives in the supervision of human and material resources and its contribution to the teaching effectiveness of Physical and Health Education Lecturers' in Colleges of Education in South-South region of Nigeria. Two null hypotheses were formulated based on the specific objectives of the study. A 35-item questionnaire was developed by the researchers and used for data collection. A sample of 69 Physical and Health Education lecturers from 7 colleges out of 12 who offer Physical and Health Education were selected through the status sampling technique. Pearson Product Moment correlation was used in data analyses. It was revealed that teaching effectiveness of Physical and Health Education lecturers had significant relationship with the supervision of human resources in the colleges of education; also, involvement of lecturers in facilities supervision had significant influence on Physical and Health Education lecturers teaching effectiveness. Based on the findings, it is concluded that human resource and facilities supervision are institutional predictors of Physical and Health Education lecturers teaching effectiveness in these colleges of education. It was recommended that staff selection process should strictly be supervised by credible academics and recruitment based on merit. In addition, that lecturer (human resource) should be given opportunity to develop their professional capacities, through in-service training, conference and workshop. Thirdly, Lecturers of Physical and Health Education should be made to participate in practical supervision of equipment, facilities and other materials used in the facilitation of physical and health education activities.

**KEYWORDS:** Facilities supervision, Human resource, Perspectives, Physical education lecturers, Teaching effectiveness, Train-the-trainer institutions.

## INTRODUCTION

Education, apart from being the most powerful instrument for social progress, is the greatest power yet known to man for his improvement.

However, like every goal-oriented organization, adequate supervision of both human and material resources is paramount, if the goals and objectives of such organization must be accomplished.

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Human resources supervision includes selection and recruitment, induction and orientation, development programmes, performance appraisal and promotion, retirement as well as industrial relations (Schermerhorn, Hunt and Osborn, Idih, Peretomode and Graham in Herman, 2007). Where proper and adequate supervision is omitted, the incompetent personnel may be engaged and would surely breed poor results and undesirable attitudes in task of grooming intellectuals, a functional and productive labour force. It may be important to note that supervision transcend all levels in the educational system. However, this will be more critical in the process that produces the teacher. When proper supervision is omitted in this process, train-the-trainer institutions (Colleges of Education) may end up producing incompetent or half-baked teachers. This would definitely have a spiral and ripple effect on the entire educational system, and the nation at large. The researchers also believe that it is easier to supervise a competent staff, in that if the necessary working conditions are put in place, such staff will perform very high in his or her job. Such a well trained workforce will definitely be innovative and productive. But what can an incompetent teacher/workforce do? Absolutely nothing, except constituting herself a liability. Thus, the place of supervision cannot be over emphasised in teaching effectiveness of the PE teacher who needs to be alert, creative, able and ready to improvise where need arises; in order to make well rounded, socially, physically and emotionally balanced workforce in the teaching profession.

The fundamental considerations upon which business organizations are established are productivity, profitability and efficiency, which are highly dependent on individuals' educational attainment (Afe, 2003). The attainment of an organization's primary aim is dependent upon education, productivity and profitability. Andrew (2007) noted that organizations of all kinds should be regularly called upon to provide evidence of their effectiveness or performance after the content and context of the school. In another dimension, James (2011) posited that educational evaluation is a professional responsibility for academic staff. The preparation of the would-be teacher or academic staff requires a multi-dimensional approach and multidisciplinary exposures. It was in this vein that the National Policy on Education (2004) made physical and health education a

compulsory/core course for the teacher in training in all colleges of education in Nigeria.

Physical education can be beneficial to an individual in the development of a positive self-image (Ekperign & Uti, 2000). From the social perspective, physical education competence is essential for the preparation of an informed citizenry and the production of highly skilled personnel required by industries and institutions. Without highly skilled personnel, no nation in the modern world can progress or become economically viable or independent. The progress and development of a nation depends upon the volume of her scientific and technological advancement, which can only result from the contribution of physically, mentally, and socially healthy individuals.

In the school system, the learners are very important; they are the centre of concentration or attraction. Facilities are procured to make learning possible and enhanced. The teachers are employed to facilitate the teaching and learning process. There is an adage by Federal Government of Nigeria (FRN, 2004:9) that "if you can read and write, thank your teacher". The teachers at all levels of education need to be valued. At the primary level, the teacher lay the solid foundation; at the secondary level, the teacher help the learner to realize who he is and what he can do; at the tertiary level, they help the learners to specialize and enter the labour market. As noted by Afe (2003), generally teachers, especially in Nigeria are often caricatured and ridiculed. They work in crisis ridden environment; often frustrated, humiliated, given derogatory names; treated like beasts and sinners against government, their employers, parents, society and even the student they labour to teach and turn into self-reliant citizen.

Unfortunately, teachers are often neglected, even though they are the ones that actually prepare and produce the work force needed for employment. Andrew (2007) posited that, teachers at all levels of education are not fairly treated in Nigeria. This apart, poor funding of education results in inadequate tools and materials to enhance teachers' teaching effectiveness. In contemporary colleges of education, it has been observed that the problem of inadequate resources due to dilapidation and increased intake of student teachers, including scarcity of physical education facilities/equipment has not changed; hence, the complaint by physical and health education lecturers about poor teaching materials and facilities in their

departments. This has resulted to a seeming or apparent ineffectiveness in their job delivery. The apparent ineffectiveness of the teacher trainer would definitely have a ripple effect on the quality of labour force they produce which may manifest in their poor job delivery. There seem to be evidence that low performing teachers skip work more often and are more likely to resign or pursue other vocations at the expense of the teaching profession for which they are supposedly trained. This apathy or lack of innovative skill among many in the teaching profession today seems to be overwhelming. Many in the profession appear to be there for the gains rather than productivity. Teachers who are satisfied with the teaching profession tend to more productive, and have better health and appear to live longer and exhibit a level of satisfaction on the job. These observed problems motivated the researchers to conduct this study. This research will be useful to college of education administrators to enhance institutional variable and improved teaching effectiveness. In addition, it will enable physical education lecturers identify their roles to enhance their teaching effectiveness.

## LITERATURE REVIEW

### SUPERVISION OF RESOURCES

Every administrator has a great task of supervising the staff in order to achieve the goals of the organization. This is because qualified personnel's human resource plays a prominent role in the supervision of other resources, such as materials, equipment and facilities as well as money entrusted into their care. Many activities are involved in human resources supervision, but the major ones as enumerated by Schermerhorn, Hunt and Osborn, Idih, Peretomode and Graham in Herman (2007) include planning, recruitment and selection, induction and orientation, development programme, performance appraisal and promotion, retirement as well as industrial relations.

Human resource supervision as defined by Graham in Henman (2007) is an attempt to forecast how many and what kind of employee will be required in future, and to what extent this demand is likely to be met. Ayuokoaguo (2013) pointed out that candidate with strong personality traits are generally selected for appointment. This has often resulted in eliminating the unqualified from working in the system. Where proper and adequate supervision is omitted, the incompetent personnel would surely breed poor results and

undesirable attitudes in student towards education. The researchers believe that it is even easier to supervise a competent staff in that if the necessary working condition are put in place such staff may perform very high in his or her job, but in the case of an incompetent lecturer what can be done to make him/her perform well? Absolutely nothing! Therefore, if the Departmental Heads must supervise the lecturer effectively and efficiently they must have a hand in the recruitment and selection process.

In a study carried out by Odoegbulem (2013) to investigate the strategies adopted by principles in Owerri educational zone in the supervision of human resources, using 100 principals; found out that amongst other factors, organizing workshops and enlightenment programme for staff, providing staff with teaching equipment and facilities, were accepted strategies for principals supervisory effectiveness.

The involvement of physical education lecturers in the supervision of facilities and equipment is as not only a cost saving or cost reduction device, but also it promotes initiative, sense of belonging and professionalism among lecturers in colleges of education. As is the case in industrial production, (Eteng, 2003) asserted that the spirit of creative thinking must pervade the conscious minds of a company's engineer, development engineers and production engineers. Without it, the company stands the risk of being out witted by the more imaginative competitors in the market place.

This submission is a true representation of the position of lecturers in colleges of education in Nigeria of the 21<sup>st</sup> century. It shows clearly the aspect of their professional roles which if neglected, for lack of appropriate involvement in facilities and equipment planning and development, can lead to poor teaching effectiveness. This is because the materials usually provided by the institutional administrators are not adequate, may be below standard and specification, in most cases they are not available, hence the need for them to do whatever they can to improvise instructional materials for effective teaching and learning. Therefore, the head of department should involve the lecturers in the production improvisation of equipment and supervision of these aids as in case of "reading primers" for students with disability (Etor, 2001, Apie, Akah, Ogabor, Usoro & Ukpong, 2021)

Maduwesi (2005) believed that supervision of facilities, equipment should be participatory by all concerned, and this can be achieved if the

wellness status of the person involved is taken into consideration. Ogabor, Saba, Ahuensebhor and Apie (2014) opined that wellness is largely achieved by individuals who properly manage his or her life style and resources, paying attention to aspect of a healthy life style or having such physical powers to contribute to the effective management of materials resources

### TEACHING EFFECTIVENESS

Bassey (2012) conducted a study on the role of motivation on the efficient performance of teachers. Using a sample of 300 teachers, Bassey found out that there is a significant influence of training (in-service training, workshops, and seminar) on the level of job performance of teachers in educational institution. This emphasizes the need for the head of department in colleges of education to utilize any available opportunity to recommend lecturers for staff development programmes, conferences, workshops and so on, with a view to enhancing their efficiency at work, as well as for improved level of teaching effectiveness among them. The head of department should not practice favouritism when opportunity for training programme arises. According to Aguokoaguo (2013), recommendation for training should be done on merit.

In a study carried out by Ajayi (2001) on an investigation to find out whether there is relationship between workers' level of teaching effectiveness and involvement in the universities of Ibadan and Ilorin, using a sample of 200 lecturers, the finding revealed that there is a significant relationship between lecturers job involvement and performance in work itself. Ideally, this also applies to senior workers like administrative staff and lecturers in colleges of education who work under the same condition of service and job involvement. This view was upheld by Bassey (2005) when he submitted that the terms and conditions of service for teaching and non-teaching staff in our schools system are the same with their counterparts in the civil service. Therefore, the head of department should involve the lecturers in equipment production through improvisation of instructional aids and in the supervision of these facilities and equipment in the careful use and storage of equipment after each class. Effective teaching helps students learning. It has become even more important as the emphasis on quality in higher education has increased. According to him, teaching effectiveness involves continuously

developing one's own skill and professionalism in order to better and improve the learner's achievement. It also has the component of engaging students at all levels of ability rather than teaching to the middle and readily identifying those levels in students. The author further identified four core component of teaching effectiveness to include Self-control, classroom design technique, teaching to appropriate behaviour, and student-teachers' relationship.

### PURPOSE OF THE STUDY

The main purpose of this study was to ascertain whether the supervision of resources predict the teaching effectiveness of physical education lecturers. Specifically, the study sought to:

1. Find out whether the supervision of human resources has any relationship with the teaching effectiveness of physical education lecturers in colleges of education;
2. Establish whether the supervision of facilities has any relationship with the teaching effectiveness of physical education lecturers in colleges of education.

### RESEARCH QUESTIONS

The following research questions were formulated to guide the study.

1. To what extent does the supervision of human resources relate with the teaching effectiveness of physical education lecturers in colleges of education?
2. To what extent does the supervision of facilities relate with the teaching effectiveness of physical education lecturers in colleges of education?

### METHODOLOGY

Ex-post facto research design was adopted for this study. Isangedighi, Joshua, Asim and Ekuri (2004) state that, Ex-post facto is a systematic empirical inquiry, in which the researcher does not have direct control of independent variables because their manifestation have already occurred or because they are inherently not manipulable. This design was considered because it enabled the researchers study the phenomena after they had occurred.

The population for this study was made of all the physical education lecturers in both federal and state colleges of education in south-south Nigeria. The total population of lecturers is 69, distributed across seven colleges of education that offers Physical Health Education (PHE) out of the 12 colleges of education in the zone. The

census technique was implemented in view of the fact that the total population of physical education lecturers in both Federal and State Colleges of Education in the zone is small. Sambo (2005) argued that a study that covers the whole population of interest and describes the situation in totality is called status or census study.

The instrument for data collection was a structure questionnaire which was constructed on a 4-point modified Likert scale option titled “Resource Supervision and Teaching Effectiveness Questionnaire (RSTEQ). The RSTEQ was used to collect information from both the demographic data and institutional variables of human resource supervision and lecturer’s involvement in facilities supervision. Also, the dependent variable of the study teaching effectiveness was sub-divided into 4, based on the categories of the major variables; (i) Measured teacher self-control; (ii) Measured classroom design technique; (iii) teaching to appropriate behaviour; (iv) student-teachers relationship.

The instrument used for data collection went through content and face validity. This was done

by using two experts in measurement and evaluation, and Human Kinetics and Health Education Departments respectively, of the University of Calabar. Reliability of the instrument was ascertained through a trial test in which Cronbach Alpha method was used. The reliability coefficient obtained ranged from 0.68 to 0.86. Six trained research assistants did data collection. The purpose of the study was made known to the respondents who voluntarily and willingly responded to the instrument. Retrieval of the instrument was done on a different day within same week.

**RESULTS**

Teaching effectiveness of Physical education lecturers is not related to institutional variable of human resource supervision in college of education. To test this, the Pearson Product Moment Correlation Coefficient (r) analysis was employed. The result of the analysis as tested through all the four sub-scale of the dependent variable are presented in table 1.

**TABLE 1:** Pearson Product Moment Correlation Analysis of the relationship between the supervision of human resources and the teaching effectiveness of physical Education lecturers teaching effectiveness. N = 69

<b>Variable</b>	<b>Mean</b>	<b>Std. Div</b>	<b>r-cal</b>
Supervision of human resources (x)	14.281	3.173	
Self-control (y <sub>1</sub> )	14.522	2.934	0.563*
Class room DES Tech (y <sub>2</sub> )	14.812	3.243	0.387*
Teach APPr BHNR (y <sub>3</sub> )	15.464	2.816	0.357*
STU TEACH REL (y <sub>4</sub> )	16.377	2.250	0.410*

\* Significant at P<.05, df = 67, crt-r = 0.195 (2 tailed)

From table 1 the calculated r values of 0.563\*, 0.387\*, 0.357\* and 0.410\* were all found to be greater than the critical r-value of 0.195 needed for significance at 0.05 alpha level, with 67 degrees of freedom. With these results, the null hypothesis was rejected for all sub-scales of the dependent variable. This means that teaching effectiveness of Physical Education lecturers is significantly influenced by the supervision of human resources in colleges of education. Further observation of the calculated r-values shows that they were all positive, this is indicative that the more and higher the rate of the supervision of human resources, the more

effective lecturers of Physical Education become in colleges of Education particularly in terms of self-control, classroom design technique, teaching to appropriate behaviour and students-teacher relationship respectively.

There is no significant relationship between the supervision of facilities and the teaching effectiveness of Physical Education lecturers (operationalized into four dimensions: self-control, classroom design technique, teaching to appropriate behaviour and student-teachers relationship). To test this, Pearson Product Moment Correlation analysis was used and the result of the analysis presented in table 2.

**TABLE 2:** Pearson Product Moment Correlation Analysis of the relationship between the supervision of facilities and the teaching effectiveness of Physical Education lecturers. N = 69

Variable	Mean	Std. Div	r-cal
Facilities supervision (x)	16.732	3.524	
Self-control (y <sub>1</sub> )	14.522	2.934	0.487*
CLRM DES TECH (y <sub>2</sub> )	14.812	3.243	0.580*
TEACH APPr BHNr (y <sub>3</sub> )	15.464	2.816	0.368*
STU TEACH REL (y <sub>4</sub> )	16.377	2.250	0.270*

\* Significant at  $P < .05$ ,  $df = 67$ ,  $crit-r = 0.195$  (2 tailed)

From table 2 all the calculated r-values of 0.487\*, 0.580\*, 0.368\* and 0.270\* were found to be higher than the tabulated r-value of 0.195 needed for significance at 0.05 alpha level with 67 degrees of freedom. With these results, the null hypothesis was rejected across all the dimensions of the dependent variable. This means that there is significant relationship between the supervision of facilities and the teaching effectiveness of Physical Education lecturers in colleges of education. From the table, it could be observed that all the calculated r-value were positive. This indicated that the more the involvement in facilities supervision the higher the teaching effectiveness of Physical Education lecturers in college of Education.

## DISCUSSION

The statistical analyses of this hypothesis have led us to the understanding that the supervision of human resources significantly contributes to the teaching effectiveness of Physical Education lecturers in colleges of education. Further more, that the more or higher the rate of the supervision of the human resources, the higher the teaching effectiveness of the crop of Physical Education lecturers in colleges education. This finding agree fervently well with Udo and Akpa (2007) and Akpa (2008) who in their separate studies recognized human resources as being of great important to any organization or nation as it constitutes not only a usable commodity but also a factor upon which the achievements as well as national advancement in society depends upon its interaction with other resources in the social system.

Corroborating the above facts, Herman (2007); Bassey (2012) saw human resources supervision as an onerous task of coordinating of all other resources of a nation (or of an organization like an academic institutional set-up) to achieve not only the objectives of the organization but also the satisfaction and development of the staff. The study also concurs with Aguokoaguo (2013) who

identified that such supervisory activities like human resource planning, recruitment and selection, induction and orientation, development, programmes, performance appraisal and promotion, retirement as well as individual relations, are all related to the role of head of department as supervisor.

The statistical analyses of hypothesis 2 of this study made it clear that there is significant relationship between the supervision of facilities and Physical Education lecturers' teaching effectiveness in colleges of education. The more lecturers are involved in facilities supervision the higher their teaching effectiveness in their institutions. This indeed concurs very well with Eteng (2003) who in his study found out that involvement of Physical Education lecturers in supervision of equipment and facilities is not only as a cost-serving or cost-reduction device, but it promotes initiative, sense of belonging and professionalism among lecturers in colleges of education. It also concurs with Etor (2011) who asserted that this representation shows clearly the aspect of their professional roles which if neglected for lack appropriate involvements in facilities and equipment planning and development may lead to poor teaching effectiveness. The study that was carried out by Ajayi (2001) revealed that there is a significant relationship between lecturers' job involvement and performance in work itself. This view is correlated by the findings of Bassey (2005), who submitted that the term and conditions of service for teaching and non-teaching staff in our school's system are the same with their counterparts in the civil service.

## CONCLUSION

Based on the findings of the study, the following conclusions were made: That teaching effectiveness of Physical Education lecturers has significant relationship with human resource supervision. On the same note, involvement of Physical Education lecturers in supervision of

facilities had significant influence to the teaching effectiveness. Therefore, all are institutional predators of physical education lecturers' teaching effectiveness.

### RECOMMENDATIONS

On the basis of the findings and conclusions, it was recommended that:

1. The lecturers should be given opportunity to develop their professional capacities through in service course, conference and workshop.
2. Lecturers of Physical Education should be made to participate in practical supervision of equipment, facility and other materials used in the facilitation of physical education activities.
3. The government (Federal and State) is a major stake-holders in the colleges of education system should beef up number of Physical Education lecturers.

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