

# Teachers' Educational Qualification, Marital Status And Supervision Effectiveness Of Examinations In Secondary Schools In Calabar Education Zone Of Cross River State, Nigeria

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**Abstract:** *The main thrust of this study was to examine Teachers' educational qualification, marital status and supervision effectiveness of examinations in secondary schools in Calabar Education Zone of Cross River State, Nigeria. To achieve the purpose of this study two hypotheses were formulated to guide the study. Literature review was carried out accordingly. Survey research design was adopted for the study. A sample of four hundred and eighty-eight (488) respondents was used for the study. The sample was selected through stratified and simple random sampling techniques. The questionnaire was the main instrument used for data collection. The reliability estimate of the instruments was established through test-retest reliability method. One Way analysis of Variance (ANOVA) was the statistical technique employed to test the hypotheses under study. Each hypothesis was tested at .05 level of significance. The result of the analysis revealed that, teachers' educational qualification and teachers' marital status significantly influenced supervision effectiveness of examinations in Ikom Education Zone of Cross River State.*

## I. INTRODUCTION

Complaints received yearly during and after public examination have reached a very worrisome state in Nigeria. All stakeholders of the educational system are confused and now in a situation of the helplessness. Specifically, this problem arises as a result of having special centres which were contrary to anti-examination Malpractice and the Miscellaneous Offences Degree 20 of 1984, and Act 33 of 1990.

In recent times, the conduct of public examinations in Nigeria has drawn serious criticisms, raising questions of the standards of conduct. Researchers have attributed these problems to the supervisors, lack of qualified teachers, students, examination bodies, parents, and the government. There is also the lack of supervisory techniques. These may be because the examination bodies and principal parties failed to choose well qualified man power due to the policies of education.

From the above observations, the question that readily comes to mind for those who utilize the products of public

examinations in Calabar Education Zone of Cross River State, Nigeria and of which the researchers are motivated to find an answer to include: Are there possible factors that accounts for poor supervision of examinations? This study is designed to provide answers to this question.

## II. LITERATURE REVIEW

### TEACHERS' EDUCATIONAL QUALIFICATIONS AND SUPERVISION EFFECTIVENESS OF EXAMINATIONS

The quality of an organization's teacher contributes significantly to the success of that organization. The teacher must be well-qualified and professionally conscious if they are to be selected as supervisors of public examinations in Nigeria. In his views, Gleen (2000) observed that the quality of a good supervisor is directly dependent on the quality of his teaching staff. Ozigi (2003) maintains that highly qualified teachers are the best resources and assets in an educational system and supervision effectiveness of examinations.

The above conclusions have a strong connection with an independent study carried out by Odibei (2003). The findings revealed that teachers required professional training in order to be good supervisors. In the same vein, Olatunji (2002) after carrying out a study in which he compared the effectiveness of supervision between non-professional post-graduate teachers and National Certificate of Education (NCE) teachers in agricultural science using a problem solving approach. He found out that only professionally trained teachers could effectively teach with a new problem-solving approach in a particular subject. This was unconnected with the fact that untrained teachers showed no evidence of understanding the new approach. Likewise in the supervision effectiveness of examinations like NECO, WASCE, NABTEB, JAMB etc.

Obakpolo and Osakwe (2015) in a study on supervision as a determinant of public secondary school teachers' effectiveness in Central Senatorial District of Delta State, raised seven research questions and formulated seven hypotheses to guide the study. The study used 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 percentages 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 of examination was seen as a vital and critical element of teaching effectiveness.

In a research into the requirements for a good and effective supervisor, two Americans, Charters and Waples in Ukeje (1992) reported what supervisors should do and the skills, abilities and knowledge required in order to perform their supervisions effectively. Leo (2007) also noted that of all the characteristics of an effective supervisor, the most frequently mentioned are sense of humor, mastery of subject matter and ability to communicate clearly with candidates in the examination hall. An ineffective and an unsuccessful teacher is characterized by negative attitude towards supervisions. The qualification of the teacher becomes an important element in this regards.

Nwaogu (2000) noted that an effective supervisor needs to be able to lead. He/ she must encourage his candidates and listen to them. Nwokafor (2004) remarked that a well trained supervisor is expected to perform better than non trained supervisor. Interest on supervisors, qualification and supervision effectiveness of examinations has been intensified among educational scholars, policy makers and researchers. To understand how many students are taught by inexperienced teachers or teachers lacking specified levels of training, has been on the mismatches between teacher qualifications and their teaching assignment (National Commission on Teaching and America's future).

Inexperienced teachers or out-of-field teaching also has been known to occur more often in the classrooms of low-income students. There was a high level of academic performance among students taught by teachers that held a bachelor's or master's degree in mathematics than among students whose teachers were out-of-field or inexperienced.

The above studies on teacher's qualification provides a foundation for further examination of out-of-field teaching data just as important as this special investigation by (Hanushek, 2004) who surveyed the result of 113 studies on the impact of teachers' qualification on their students' academic achievement. The findings revealed that 85 percent of the studies found no positive correlation between the educational performance of the students and the teachers' educational background. To the supervisor, you are required to be trained for one or two years as a supervisor of public examinations.

Critics of lower academic qualification however argue that un-certified teachers will always be less effective and this, according to them will affect their productivity and the general supervision effectiveness of examinations. They further opined that such supervisors will be less-committed to assigned responsibilities.

They also suggested that supervisors with less academic background or qualification have very similar retention rates. Moreover, they maintained that even the existing prevalence of low quality supervisors always have a small negative effect on supervision which is about 0.02 standard deviations of success. In effect therefore, the limited numbers of qualified supervisors have the modest impact of off-setting the lowly qualified. Thus, although much is not seen to be significantly recorded in terms of differences in utilizing supervisors with high certifications and those with less certification. Retention of the both qualified and unqualified supervisors will be the best strategy (Ukeje, Okorie & Nwagbora (1992).

Policies that enable government attract and retain high quality supervisors and screen out less effective supervisors will have potentially large benefits for the educational system. Majority of the observable differences in supervisor effectiveness should use performance on the job rather than initial qualification / certification to improve average supervisor effectiveness. Although, supervisors with high qualifications appear to do better, few have been able to examine other personal individual characteristics of these supervisors over the years as they affect their supervision effectiveness. Qualification is seen as a proxy for other variables of interest that pertain to supervision effectiveness. These include knowledge of the supervisory techniques.

#### TEACHERS' MARITAL STATUS AND SUPERVISION EFFECTIVENESS OF EXAMINATIONS

Teachers' marital status plays a significant role in the attitude to the supervision of the public examinations. Bukola (2002) submitted that married males had more commitment to the supervision of public examinations than unmarried ones. This could be attributed to their family responsibilities because of the huge amount of money collected illegally from the candidates during the supervision of the public examinations. This was supported with the words of Porteous

(2007) who also asserted that married members of organizations tended to be more serious with supervision of the public examinations than when compared to other categories of teachers as they were the bread winners of their families and would not want their jobs to be threatened.

Nwagwu (2006) agreed that, the way the teacher perceived his supervision of the public examinations could make a great deal of difference to know how he performed and to the achievement of the individual and group goal. Some of the women were married to top government officials and rich businessmen.

Their spouses provided everything they needed. Some of such men might tend to underrate the supervision of the public examinations and have a negative perception on it, hence may develop less interest on the supervision of the public examinations. To some married women, it might not necessary relate to their spouse's financial positions. Anam (1995) argued that women's involvement in absenteeism was as a result of their responsiveness to family needs.

Teachers' marital status positively or negatively affects the supervision of the public examinations. The branch controller of the public examinations might make some love advances to a single lady and if the lady decides to turn him down it may give way to victimization. On the alternative, the single lady might accept the love proposal and suddenly develop a lissez faire attitude towards the job. Arop (2003), stated that it was the quality of the individual teacher that determined the effectiveness of the supervision of the public examinations in the educational system.

### III. RESEARCH METHODOLOGY

The research design adopted for this study was the ex-post facto design. The ex-post facto design was considered suitable for this study because the researcher had no direct control over the independent variables since they have already occurred in the population. The population of this consisted of all teachers in secondary schools in Calabar Education Zone of Cross River State, Nigeria. There are a total of two thousands, two hundred and nineteen (2219) teachers as recorded by Cross River State School Board 2017. The stratified random sampling technique and simple random sampling technique was adopted for the study. The criterion for stratification was marital status. 22.7% of the teachers in the study area were used for the study. The sample was made up of five hundred and three (503) teachers being 22.7% of the teachers were randomly selected for the study from the population. The main instrument used for data collection was the teachers personal variables, school characteristics and supervision effectiveness of examinations questionnaire (TPVSCSSSPEQ) designed by the researchers. The questionnaire was divided into two sections, section A questionnaire consisted of two items designed to collect the respondents personal data on independent variables (marital status and educational qualification), While section B was made up of 20 items to measure supervision effectiveness of examinations. The research instrument was subjected to face validity by experts in measurement and evaluation. To determine the reliability of the instrument (questionnaire) a pilot testing was done using

fifty (50) teachers drawn from the population area who were not part of the real study, using Cronbach Alpha reliability coefficient method and coefficient of internal consistency was found to 0.79. This value was high enough to be considered reliable for a research instrument.

### PRESENTATION OF RESULT

In this section each hypothesis is re-stated, and the result of data analysis is presented. Each hypothesis of the study was tested at .05 level of significance.

#### HYPOTHESIS ONE

Teachers' educational qualification has no significant influence on supervision effectiveness of examinations.

The independent variable in this hypothesis is teachers' educational qualification (1<sup>st</sup> degree, Masters and Ph.D); while the dependent variable is supervision effectiveness of examinations. To test this hypothesis, supervision effectiveness of examinations from teachers' educational qualification 1<sup>st</sup> degree, Masters and Ph.D were compared using One-Way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 1.

| Teachers' educational qualification | N       | $\bar{X}$ | SD      |         |          |
|-------------------------------------|---------|-----------|---------|---------|----------|
| 1 <sup>st</sup> degree – 1          | 163     | 17.77     | 1.94    |         |          |
| Masters – 2                         | 260     | 19.24     | .68     |         |          |
| Ph.D – 3                            | 65      | 19.20     | .73     |         |          |
| Total                               | 488     | 18.74     | 1.43    |         |          |
| Source of variance                  | SS      | Df        | Ms      | F       | Sig of F |
| Between group                       | 232.711 | 2         | 116.355 | 73.985* | .000     |
| Within group                        | 762.756 | 485       | 1.573   |         |          |
| Total                               | 995.467 | 487       |         |         |          |

\* Significant at .05 level, critical F=3.00, df= 2, 485.

Table 1: Summary data and one-way ANOVA of the influence of teachers' educational qualification on supervision effectiveness of examinations (N=488)

The result on Table 1 reveals that the calculated F-value of 73.985 is higher than the critical F-value of 3.00 at .05 level of significance with 2 and 485 degrees of freedom. With this result the null hypothesis was rejected. This result therefore implies that, teachers' educational qualification significantly influenced supervision effectiveness of examinations. Since teachers' educational qualification had a significant influence on supervision effectiveness of examinations, a post hoc analysis was employed using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 2.

| LSD                                     |   |                       |            |      |
|---|---|-----------------------|------------|------|
| (I) TEACHERS' EDUCATIONAL QUALIFICATION | (J) TEACHERS' EDUCATIONAL QUALIFICATION | Mean Difference (I-J) | Std. Error | Sig. |
| 1 <sup>st</sup> degree                  | Masters                                 | -1.47159(*)           | .12529     | .000 |
|   | Ph.D                                    | -1.43313(*)           | .18397     | .000 |
| Masters                                 | 1 <sup>st</sup> degree                  | 1.47159(*)            | .12529     | .000 |
|   | Ph.D                                    | .03846                | .17391     | .825 |

|      |                        |            |        |      |
|------|------------------------|------------|--------|------|
| Ph.D | 1 <sup>st</sup> degree | 1.43313(*) | .18397 | .000 |
|      | Masters                | -.03846    | .17391 | .825 |

\* The mean difference is significant at the .05 level.

Table 2: Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of teachers' educational qualification on supervision effectiveness of examinations

The result of the analysis in Table 2 shows that respondents whose teachers' educational qualification was 1<sup>st</sup> degree were significantly different in their supervision effectiveness of examinations from those whose teachers' educational qualification was either Masters or Ph.D. Also respondents whose teachers' educational qualification was Masters were significantly different from those who were Ph.D in supervision effectiveness of examinations.

## HYPOTHESIS TWO

Teachers' marital status has no significant influence on supervision effectiveness of examinations.

The independent variable in this hypothesis is teachers' marital status (single, Married and Divorce/separated); while the dependent variable is supervision effectiveness of examinations. To test this hypothesis, supervision effectiveness of examinations from teachers' marital status; single, Married and Divorce/separated were compared using One-Way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 3.

| Teachers' marital status | N   | $\bar{X}$ | SD   |
|--------------------------|-----|-----------|------|
| Single, - 1              | 64  | 15.50     | .50  |
| Married- 2               | 262 | 19.25     | .66  |
| Divorce/separated - 3    | 162 | 19.20     | .75  |
| Total                    | 488 | 18.74     | 1.43 |

  

| Source of variance | SS      | Df  | Ms      | F        | Sig of F |
|--------------------|---------|-----|---------|----------|----------|
| Between group      | 774.315 | 2   | 387.158 | 839.061* | .000     |
| Within group       | 221.152 | 485 | .456    |          |          |
| Total              | 995.467 | 487 |         |          |          |

\* Significant at .05 level, critical  $F=3.00$ ,  $df= 2, 485$ .

Table 3: Summary data and one-way ANOVA of the influence of teachers' marital status on supervision effectiveness of examinations (N=488)

The result on Table 3 revealed that the calculated F-value of 839.061 is higher than the critical F-value of 3.00 at .05 level of significance with 2 and 485 degrees of freedom. With this result the null hypothesis was rejected. This result therefore implies that, Teachers' marital status has a significant influence on supervision effectiveness of examinations. Since teachers' marital status had a significant influence on supervision effectiveness of examinations, a post hoc analysis was employed using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 4.

The result of the analysis in Table 4 showed that respondents whose Teachers' marital status was single were significantly different in their supervision effectiveness of examinations from those whose teachers' marital status was either married or Divorce/separated. Also respondents whose teachers' marital status was married were significantly

different from those who were divorce/separated in supervision effectiveness of examinations.

| (I) Teachers' marital status | (J) Teachers' marital status | Mean Difference (I-J) | Std. Error | Sig. |
|------------------------------|------------------------------|-----------------------|------------|------|
| 1.00                         | 2.00                         | -.374809(*)           | .09415     | .000 |
|                              | 3.00                         | -.370370(*)           | .09970     | .000 |
| 2.00                         | 1.00                         | .374809(*)            | .09415     | .000 |
|                              | 3.00                         | .04439                | .06749     | .511 |
| 3.00                         | 1.00                         | .370370(*)            | .09970     | .000 |
|                              | 2.00                         | -.04439               | .06749     | .511 |

\* The mean difference is significant at the .05 level.

Table 4: Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of Teachers' marital status on supervision effectiveness of examinations LSD

## IV. DISCUSSION OF FINDINGS

The result of the first hypothesis indicated that teachers' educational qualification significantly influences supervision effectiveness of examinations. The findings are in line with the views of Gleen (2000) who observed that the quality of a good supervisor is directly dependent on the quality of his teaching staff. He also felt highly qualified teachers are the best resources and assets in an educational system and supervision effectiveness of examinations. In the same vein, Olatunji (2002) after carrying out a study in which they compared the effectiveness of supervisor by non-professional post-graduate teachers and National Certificate of Education (NCE) teachers in agricultural science in teaching with a problem solving approach found that only professionally trained teachers could effectively teach with a new problem-solving approach in a particular subject. This was unconnected with the fact that untrained teachers showed no evidence of understanding the new approach. Nwokafor (2004) also remarked that a well trained supervisor is expected to perform better than non trained supervisor. Interest on supervisors, qualification and supervision effectiveness of examinations has been intensified among educational scholars, policy makers and researchers.

The result of the second hypothesis indicated that, teachers' marital status significantly influences supervision effectiveness of examinations. The findings are in line with the view of Bukola (2002) who submitted that married males had more commitment to the supervision of public examinations than unmarried ones. This could be attributed to their family responsibilities because of the huge amount of money collected illegally from the candidates during the supervision of the public examinations. This was supported with the words of Porteous (2007) also asserted that married members of organizations tended to be more serious with supervision of the public examinations than when compared to other categories of teachers as they were the bread winners of their families and would not want their jobs to be threatened.



## V. CONCLUSION

Based on the results of the study it was concluded that teachers' educational qualification and teachers' marital status significantly influenced supervision effectiveness of examinations. On the basis of the findings of this study, the following recommendations were made: School principals should always ascertain that teachers assigned for supervision of public examinations are highly qualified, responsible and suitable in handling such sensitive duties.

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