
LECTURERS' SUPERVISORY TECHNIQUES AS PREDICTOR OF STUDENTS' ACADEMIC PERFORMANCE IN UNIVERSITIES IN RIVERS STATE.

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Abstract

The study investigated lecturers' supervisory techniques as predictors of students' academic performance in Universities in Rivers State. Two research questions were raised and answered while two hypotheses were tested at 0.05 level of significance. The study adopted a correlation survey research design with a population of 864 final year students in the Faculty of Education in the three universities (UPH - 308, RSU - 154 and IAUE - 402) in Rivers State. The sample size was 259 students drawn through proportionate stratified random sampling technique representing 30% of the population. Two instruments, Lecturers Supervisory Technique Questionnaire (LSTQ) and Students' Academic Performance Questionnaire (SAPQ) were used for data collection. Face validity was ensured for the instrument by three experts. The reliability coefficient of 0.81 and 0.78 were computed for LSTQ and SAPQ through Cronbach alpha. Simple regression was used to answer research questions while t-test corresponding with simple regression was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that lecturers' communication supervisory technique to a high extent is a significant predictor of students' academic performance in Universities in Rivers State. Also, that lecturers' monitoring supervisory technique to a high extent is a significant predictor of students' academic performance in Universities in Rivers State. The study concludes that, lecturers' supervisory techniques to a high extent are important determinant to students' academic performance in Universities in Rivers State. Based on the findings of the study, it was recommended that lecturers should communicate

with the students' regularly and in simple terms so as to increase students' academic performance in Universities in Rivers State. Again, lecturers should regularly monitor the activities of the students both within and outside the school for an increased academic performance in Universities in Rivers State.

Keywords: *Academic Performance, Lecturers' job, Supervisory Techniques, Tertiary Education*

Introduction

Ultimate commitment in job gives birth to effective job performance and job satisfaction especially in educational environment. The fulcrum for the actualization of educational goals and objectives is dependent on the type of supervisory techniques employed by the lecturers to enhance students' academic performance. Lecturers are teachers with the sole responsibility of delivering and impacting knowledge to seekers of such knowledge at the tertiary institutions of learning (Uka, 2024). Carrying out educational functions and implementing the policies of the government at the higher level of education is done by lecturers. To this end, lecturers are expected to adopt good supervisory techniques and approach in order to help elevate the academic performance of students. Setting goals to be achieved as a supervisory technique is one of the methods a lecturer can use to achieve positive results amongst students. Also, both the lecturers and the students need to be supervised to ensure good implementation of the educational policies so as to give chance for a mutual understanding and relationship between the lecturers and students. Dike (2024) agreed to the assertion that supervising the supervisor helps to set good record for the betterment of the supervisee.

Nwandu (2023) opined that, students' academic performance is highly dependent on the level of supervisory technique employed by the teacher. Supervision and inspection remain the only pathway to a better academic achievement. Amadi (2024) identified, communication, monitoring, delegation, feedback as the various types of supervisory techniques. Good communication that carries along both the sender and the receiver as a supervisory technique plays a significant role in achieving the goal and objectives of education. In the same vein, James (2023) stated that feedback compliments supervision for a productive academic goal. The opportunity of giving response, report or feedback makes it much easier to record high academic quality especially at the tertiary institution level. According to Amadi (2024), there is no best supervisory technique to achieving educational goal rather all techniques are useful and important. Proper application of other various supervisory techniques like monitoring, delegation, coaching and goal setting in carrying out supervisory roles in any academic environment helps both the supervisor and the supervisee in attaining goals. Furthermore, Nwankwo (2023) observed that supervisory technique is grouped into three which are mentorship, autocratic and free style. However, mentorship as a technique

appears to be the best because it entails bringing out the best from the supervisor by making sure the supervisee is mentored very well. Supervisors are more friendly, welcoming and open for discussion and correction. Uka (2024) defined mentorship technique as the best way of supervision by the lecturers. Again, Eze (2023) affirmed that teacher- student relationship can be obtained through mentorship. Autocratic technique as the name sounds, takes away the ability of the students to learn and practice what was learnt. Odige (2022) opined that, autocratic as a supervisory technique is bad, cruel and should not be encouraged or operated in any educational institution. Thou most lecturers believe it's the best and for that adopt this supervisory technique within school environment.

Academic performance in any educational environment is an endpoint to all the activities that are carried out in different types of schools. Also, it means the totality of how a student can positively achieve good record in school so as to help in building the carrier of such student. Adeoye (2022), Eze (2023), Aziga and Abdulaman (2024) posited that academic performance in a developing country like Nigeria is usually determined through exams and results. On the other hand, Egbugi (2022) argued that examination is not the best way to test the knowledge of students. The ability of students to perform well depends on the level of machineries that are being positioned to assist the student. Qualified teachers, good supervisory technique, motivation and welfare package to a high extent helps in making sure that students perform better. Uche (2023) stated that, unqualified teachers and improper placement of teachers contribute to high failure of students especially at the tertiary level of education. One of the aim and objectives of education is to ensure proper inculcation of knowledge and academic excellence. Therefore, students' performance is an obligation that must be ensured by the school managers.

Principalship is an act of being in charge or absolute control of an organization (Nwadike and Wike, 2026). Lecturers are the principals and managers of their class and students as well. The quality of output, skilled manpower in the society is highly dependent on the lecturers – students' relationship, teaching style and approach to issues of discuss within and outside the tertiary institution of learning.

Tertiary education or post-secondary education is the finishing point of specializing in a particular field or area. Brown (2023) posited that, tertiary education is career completing stage. Skills and careers are positioned well within the level of tertiary education in helping students progress for life after school. Tertiary education is an advanced level of education that is structured to helping the society with the skilled labor gotten by the students. Amadi (2024) posited that, tertiary education is synonymous to production. Graduates from tertiary institutions are finished products for the societal consumption. Manpower production at the tertiary level of education is achievable through the help of a good supervisory technique by the policy makers, policy implementers and managers of education. Proper placement of lecturers in respective fields, provision of expected

educational resources, academic freedom, motivation, good welfare, growth and autonomy are the basic fundamental qualities of tertiary education.

Lecturer-student relationship in tertiary education is usually dynamic because of the pattern and style of supervisory technique employed by lecturers in discharge of their duties. Most students find learning so difficult and good number of the students as well drop out of school because of the style of supervision lecturers adopt. The academic performance of students in such school drops significantly thereby discouraging other students and parents from presenting and attending the school. It is a known fact that supervision techniques predict the level of academic performance of students especially in Universities in Rivers State. Therefore, this study is positioned to finding out and addressing lecturers' supervisory techniques as a predictor of students' academic performance in Universities in Rivers State.

The purpose of the study is to investigate lecturers' supervisory techniques as predictor of students' academic performance in Universities in Rivers State. Specifically, the study sought to:

1. Find out the extent to which lecturers' communication as a supervisory technique can predict students' academic performance in Universities in Rivers State.
2. Determine the extent to which monitoring as a supervisory technique can predict students' academic performance in Universities in Rivers State.

The following research questions were answered for the basis of the study.

1. To what extent can lecturers' communication supervisory technique predict students' academic performance in Universities in Rivers State?
2. To what extent can lecturers' monitoring supervisory technique predict students' academic performance in Universities in Rivers State?

The following hypotheses were tested at 0.05 level of significance

5. Lecturers' communication supervisory technique cannot significantly predict students' academic performance in Universities in Rivers State.
6. Lecturers' monitoring supervisory technique cannot significantly predict students' academic performance in Universities in Rivers State.

Method

The study adopted a correlational survey research design with a population of 864 final year students in the Faculty of Education in the three universities (UPH - 308, RSU - 154 and IAUE -

402) in Rivers State. The sample size was 259 students drawn through proportionate stratified random sampling technique representing 30% of the population. Two instruments, Lecturers Supervisory Technique Questionnaire (LSTQ) and Students' Academic Performance Questionnaire (SAPQ) were used for data collection. The LSTQ is a 16-item instrument with two sections of A and B respectively. Section A was used to extract demographic information of the respondents. Section B has two divides that measured communication and monitoring with eight items to elicit information from each divide. The SAPQ was designed to have four-point scale option of Very High Extent (4), High Extent (3), Low Extent (2), and Very Low Extent (1) respectively. The SAPQ is an eight-item instrument. Face validity was ensured for the instrument by three experts. The reliability coefficient of 0.81 and 0.78 were computed for LSTQ and SAPQ through Cronbach alpha. Simple regression was used to answer research questions while t-test corresponding with simple regression was used to test the hypotheses at 0.05 level of significance.

Results

Research Question 1: To what extent can lecturers' communication supervisory technique predict students' academic performance in Universities in Rivers State?

Table 1: Simple regression of the prediction of lecturers' communication supervisory technique on students' academic performance in Universities in Rivers State.

| Model | R | R Square | Adjusted Square | R Decision |
|-------|-----|----------|-----------------|-------------|
| 1 | .82 | .71 | .70 | High Extent |

Data on table 1 showed that the regression value is 0.82 and the regression square value is 0.71 respectively. The extent of correlation is gotten by multiplying the regression square value by 100%. The coefficient determinant of 71% revealed that lecturers' communication supervisory technique predicts to a high extent students' academic performance in Universities in Rivers State.

Research Question 2: To what extent can lecturers' monitoring supervisory technique predict students' academic performance in Universities in Rivers State?

Table 2: Simple regression of the prediction of lecturers’ monitoring supervisory technique on students’ academic performance in Universities in Rivers State.

| Model | R | R Square | Adjusted Square | R Decision |
|-------|-----|----------|-----------------|-------------|
| 1 | .82 | .67 | .66 | High Extent |

Values on table 2 revealed that the regression value is 0.82 and the regression square value is 0.67 respectively. The extent of correlation is gotten by multiplying the regression square value by 100%. That means, the coefficient determinant of 67% revealed that lecturers’ communication supervisory technique predicts to a high extent students’ academic performance in Universities in Rivers State.

Hypotheses 1: Lecturers’ communication supervisory technique cannot significantly predict students’ academic performance in Universities in Rivers State.

Table 3: t-test associated with simple regression of the prediction of lecturers’ communication supervisory technique cannot significantly predict students’ academic performance in Universities in Rivers State.

| Model | Unstandardized Coefficient | | Beta | Standardized Coefficient | | Decision |
|---------------|----------------------------|------------|------|--------------------------|------|-------------|
| | B | Std. Error | | T | Sig. | |
| 1 (Constant) | 2.65 | 5.17 | | 1.28 | .00 | |
| Communication | .57 | .65 | .84 | 2.17 | .00 | Significant |

P<0.05

Data on table 3 showed that the t-test value of 2.17 associated with simple regression is rejected due to the significant value of 0.00 is less than 0.05 alpha level of significance. Because of that, there is a significant prediction of lecturers’ communication supervisory technique on students’ academic performance in Universities in Rivers State.

Hypotheses 2: Lecturers’ monitoring supervisory technique cannot significantly predict students’ academic performance in Universities in Rivers State.

Table 4: t-test associated with simple regression of the prediction of lecturers’ monitoring supervisory technique cannot significantly predict students’ academic performance in Universities in Rivers State.

| Model | Unstandardized Coefficient | | Beta | Standardized Coefficient | | Decision |
|-----------------|----------------------------|------------|------|--------------------------|------|-------------|
| | B | Std. Error | | T | Sig. | |
| 1 (Constant) | 2.73 | 5.61 | | 1.57 | .00 | |
| Monitoring | .81 | .71 | .82 | 2.19 | .00 | Significant |

P<0.05

Value on table 4 indicates that the t-test value of 2.19 associated with simple regression is rejected on the grounds that the significant value of 0.00 is less than 0.05 alpha level of significance. Therefore, there is a significant prediction of lecturers’ monitoring technique on students’ academic performance in Universities in Rivers State.

Summary of Findings

The findings of this study are as stated below:

1. Lecturers’ communication supervisory technique to a high extent is a significant predictor of students’ academic performance in Universities in Rivers State.
2. Lecturers’ monitoring supervisory technique to a high extent is a significant predictor of students’ academic performance in Universities in Rivers State.

Discussion of the Findings

The finding of the study indicates that lecturers’ communication supervisory technique to a high extent is a significant predictor of students’ academic performance in Universities in Rivers State. In agreement to this, Onah (2024) revealed that good communication as a supervisory technique can create a good learning environment. in the same vein also, Oche and Okpara (2022) stated that

excellent communication skills is a tool for the teachers to carry out their duties and pave way for students' academic performance. The finding of this study indicates that communication is the life wire or the key to students' academic performance especially in Universities in Rivers State.

Furthermore, the study also finds out that lecturers' monitoring supervisory technique to a high extent is a significant predictor of students' academic performance in Universities in Rivers State. The finding of the study is in concurrence with that of Eze (2023) who confirmed that monitoring in school environment is very strong tool in boosting the learning strength of students. Again, Mudi and Igwe (2022) noted that lecturers' monitoring as a supervisory style helps the students to perfect in their study. Monitoring has been found and proven to be very essential in teacher – student relation. This also indicates that, close monitoring of student by the lecturers is key to maintaining and sustaining students' academic performance in Universities in Rivers State.

Conclusion

Based on the findings of the study, it was concluded that lecturers' supervisory techniques to a high extent are important determinant to students' academic performance in Universities in Rivers State. Specifically, communication and monitoring to a high extent are highly recommended factors of supervision that helps to boost students' academic performance in Universities in Rivers State.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Lecturers should communicate with the students' regularly and in simple terms so as to increase students' academic performance in Universities in Rivers State.
2. Lecturers should regularly monitor the activities of the students both within and outside the school for an increased academic performance in Universities in Rivers State.

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