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THE RELATIONSHIP BETWEEN TEACHERS' SUPERVISION, MANPOWER PLANNING, AND QUALITY EDUCATION DELIVERY IN PUBLIC PRIMARY SCHOOLS IN RIVERS STATE

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ABSTRACT

This study examined the relationship between teachers' supervision, manpower planning, and quality education delivery in public primary schools in Rivers State. It focused on how effective teacher supervision and strategic manpower planning contribute to the delivery of quality education. Two research questions and two null hypotheses guided the study. A correlational design was employed. The target population comprised 1,264 participants, including head teachers, directors, evaluators, and supervisors from all public primary schools in Rivers State. Using a simple random sampling technique, a sample size of 380 respondents was selected. A 9-item instrument titled "Teacher Supervision and Manpower Planning for Quality Education Delivery Questionnaire (TSMPQEDQ)" was used to collect data. Descriptive statistics were employed for data analysis, with the data presented using mean and standard deviation, while Pearson's Product Moment Correlation (PPMC) was used to test the hypotheses at a .05 level of significance, aided by SPSS version 23. A reliability index of .843 was obtained using the Cronbach Alpha method. The study found that teacher supervision and effective manpower planning significantly and positively influence the quality of education delivery. It concluded that these factors are critical for achieving quality education in public primary schools. Based on the findings and conclusion, the study recommended that teacher supervision and manpower planning be prioritized to enhance educational outcomes. Furthermore, school administrators should engage in continuous supervision and strategic manpower planning to ensure sustained quality education delivery in public primary schools across Rivers State.

Keywords: Teachers' Supervision, Manpower Planning, Quality, Education Delivery, Public Primary Schools, Rivers State.

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INTRODUCTION

Education is universally recognized as a cornerstone for individual and societal development. At the primary level, it lays the foundation for lifelong learning and personal growth. In Rivers State, Nigeria, public primary schools play a critical role in shaping the future of young learners. However, ensuring the delivery of quality education in these schools is an ongoing challenge. Central to this challenge is to understand the relationship between teachers' supervision, manpower planning, and the quality of education delivered. Each of these factors is integral to fostering an environment where educational excellence can thrive.

Teachers' supervision is a pivotal element in the educational process, involving the oversight and support of teaching staff to enhance their instructional practices. Effective supervision goes beyond mere administrative oversight; it encompasses providing constructive feedback, facilitating professional development, and creating an environment that promotes continuous improvement. In Rivers State, the supervision of teachers in public primary schools often faces hurdles such as inadequate resources, insufficient training for supervisors, and inconsistent monitoring practices (Ololube, 2017). These issues can result in gaps in instructional quality and hinder teachers' ability to implement effective teaching strategies.

The relationship between teachers' supervision and quality education delivery is multifaceted. Supervision that is supportive and well-structured can lead to improved teaching practices, better classroom management, and more engaging learning experiences for students. Conversely, inadequate supervision can contribute to a lack of direction, diminished teacher motivation, and ultimately, reduced educational outcomes. Therefore, examining how teachers are supervised and the impact of this supervision on educational quality is crucial for identifying areas that require reform.

Manpower planning refers to the strategic process of ensuring that an organization has the right number of staff with the appropriate skills at the right time to meet its objectives. In the context of public primary schools in Rivers State, effective manpower planning involves recruiting qualified teachers, aligning their professional development with educational needs, and deploying them in a manner that maximizes their impact on student learning. Proper planning ensures that schools are adequately staffed to handle varying student needs and curriculum demands (Ololube, 2019).

According to Ololube (2017) manpower planning in public primary schools often faces challenges such as mismatches between teacher qualifications and curriculum requirements, inadequate recruitment processes, and insufficient professional development opportunities. These challenges can affect the overall effectiveness of teaching and, consequently, the quality of education provided. Effective manpower planning can address these issues by ensuring that teachers are not only qualified but also supported in their professional growth, which in turn enhances their ability to deliver quality education.

Quality education delivery is a comprehensive concept that encompasses various dimensions including curriculum relevance, instructional practices, student engagement, and learning outcomes. In Rivers State, achieving high-quality education in public primary schools is a multifaceted challenge that involves addressing issues such as resource constraints, curriculum gaps, and varying levels of teacher effectiveness. The delivery of quality education is dependent on several factors, including the adequacy of instructional materials, the effectiveness of teaching methodologies, and the overall learning environment.

A critical component of quality education delivery is the alignment between teachers' supervision and manpower planning with educational goals. When supervision is effective and

manpower is strategically planned, teachers are better equipped to provide high-quality instruction. Conversely, if these aspects are not adequately addressed, it can result in subpar educational outcomes and hinder students' academic and personal development.

The relationship between teachers' supervision, manpower planning, and quality education delivery is deeply interconnected. Effective supervision ensures that teachers are supported and guided in their instructional roles, which can enhance their teaching performance and contribute to better student learning outcomes. Simultaneously, strategic manpower planning ensures that schools are staffed with qualified and motivated teachers who are well-equipped to meet educational demands.

Conversely, weaknesses in supervision and manpower planning can negatively impact education quality. For example, inadequate supervision can lead to ineffective teaching practices, while poor manpower planning can result in a shortage of qualified teachers or mismatched skills. Both scenarios can adversely affect students' learning experiences and academic achievements.

The relationship between teachers' supervision, manpower planning, and quality education delivery is complex and interdependent. In public primary schools in Rivers State, effective supervision and strategic manpower planning are integral to achieving high educational standards, and by understanding and addressing the challenges in these areas, educational authorities can create a more supportive and efficient learning environment in primary schools. This, in turn, will contribute to the overall goal of providing quality education and fostering the development of future generations. A focused approach to improving supervision practices and manpower planning is essential for enhancing the quality of education in public primary schools. Through concerted efforts and strategic interventions, it is possible to overcome existing challenges and ensure that all students receive the high-quality education they deserve.

Statement of the Problem

In Rivers State, Nigeria, the quality of education in public primary schools remains a significant concern, influenced heavily by the effectiveness of teachers' supervision and manpower planning. Despite various educational reforms, persistent issues in these areas undermine the potential for delivering high-quality education.

Teachers' supervision is a critical component of educational quality. Effective supervision involves not only monitoring and evaluating teachers' performance but also providing them with constructive feedback and professional development opportunities. However, in Rivers State, there is evidence that supervision practices are often inconsistent and insufficient. Many teachers report inadequate support and feedback, leading to stagnation in teaching methods and a lack of alignment with educational standards. This gap in effective supervision can result in diminished instructional quality and negatively impact student learning outcomes.

Similarly, manpower planning, which involves strategically managing the recruitment, deployment, and professional development of teachers, is crucial for maintaining educational quality. In Rivers State, challenges in manpower planning are evident, such as teacher shortages in certain schools and surpluses in others. These imbalances disrupt the learning environment, either by overburdening teachers or by underutilizing their skills.

The interrelationship between teachers' supervision and manpower planning in Rivers State presents a complex problem. Effective supervision can reveal shortcomings in manpower planning, while strategic manpower planning can enable more effective supervision. Addressing

these intertwined issues is essential for enhancing the overall quality of education. This study aims to explore how these factors are related and to identify strategies for improving educational delivery in public primary schools within the region. Understanding and addressing these problems is crucial for fostering an educational environment that supports both teachers and students effectively.

Aim and Objective of the Study

- Examine how teachers' supervision influences quality education delivery in public primary schools in Rivers State.
- Determine how manpower planning of teachers influence quality education delivery in public primary schools in Rivers State.

Research Questions

- How does teacher supervision influence quality education delivery in public primary schools in Rivers State?
- How does manpower planning of teachers influence quality education delivery in public primary schools in Rivers State?

Hypotheses

- Supervision of teachers does not significantly influence quality education delivery in public primary schools in Rivers State.
- Manpower planning of teachers does not significantly influence quality education delivery in public primary schools in Rivers State.

LITERATURE REVIEW

Teacher Supervision and Quality Education Delivery

Teacher supervision is widely recognized as a critical component in the enhancement of teaching quality and educational outcomes. Effective supervision involves regular monitoring, evaluation, and feedback mechanisms that support teachers in improving their instructional practices. According to Okendu (2012), teacher supervision significantly impacts instructional delivery, as it provides a framework for continuous professional development. This is supported by Blase and Blase (2000), who argue that effective supervision fosters reflective practice among teachers, which in turn leads to improved classroom instruction and student learning outcomes.

Furthermore, research by Sergiovanni and Starratt (2007) emphasized that supervision is not merely about overseeing teachers' work but also about providing them with the necessary support to improve. Their study suggests that when supervision is collaborative and focuses on professional growth, it can lead to higher teacher motivation and better student performance. This indicates that supervision plays a dual role of ensuring accountability and enhancing teaching effectiveness, both of which are essential for delivering quality education.

Teacher supervision is a fundamental aspect of educational management aimed at enhancing teaching effectiveness and ensuring that educational standards are met. According to

Glickman et al. (2014), supervision encompasses a range of activities designed to improve instruction and support professional growth. The core objective of supervision is to ensure that teachers are equipped with the necessary skills, knowledge, and attitudes to deliver high-quality education (Sergiovanni & Starratt, 2007).

Effective supervision involves not only the evaluation of teachers' performance but also the provision of constructive feedback and professional development opportunities. Several studies have highlighted the positive impact of effective teacher supervision on student outcomes. For instance, Oghuvbu (2011) found that regular and systematic supervision of teachers significantly improves instructional quality, which directly translates into better student academic performance. This is corroborated by the findings of Blase and Blase (2000), who emphasized that supportive supervision fosters a collaborative environment where teachers feel valued and are more likely to engage in reflective practices, leading to improved teaching strategies. Moreover, the role of supervision in educational leadership cannot be overstated.

According to Zepeda (2017), instructional supervision is a critical leadership function that helps create a shared vision for teaching and learning. When supervisors, such as school principals and head teachers, actively engage with teachers in the supervision process, it leads to the establishment of a professional learning community within the school. This community promotes continuous learning and improvement, which are essential for sustaining quality education delivery. Despite the recognized benefits, challenges remain in the implementation of effective supervision practices.

Ijaiya (1997) noted that in many public schools, particularly in developing countries, supervision is often limited by inadequate resources, lack of training for supervisors, and insufficient time allocated to supervisory activities. These challenges can hinder the effectiveness of supervision and, by extension, the overall quality of education delivery. In summary, teacher supervision plays a critical role in enhancing the quality of education. Effective supervision practices not only improve teacher performance but also foster a culture of continuous improvement, which is essential for delivering high-quality education in public primary schools.

The features of school supervision include: focus on improvement of teaching and learning; aims at boosting the morale of the teachers and pupils in doing what they do well and in correcting what they do not do well; regular, scheduled and well-planned based on human relations principles rather than the traditional master versus servant attitude; last several days rather than a few hours; looks into aspects of the school in order to suggest ways of improving them; involves a lot of discussion and exchanging of ideas to find out which method works better; and the supervisors come as colleagues and teachers rather than fault finders and reporters.

Manpower Planning and Quality Education Delivery

Manpower planning, which involves the strategic allocation and management of human resources within educational institutions, is equally crucial in ensuring the delivery of quality education. The effective deployment of qualified teachers and administrative staff is fundamental to maintaining high educational standards (Hanushek, 2011). Manpower planning includes the processes of recruitment, deployment, training, and retention of staff, all of which directly influence educational outcomes. Babalola (2006) asserted that manpower planning is integral to addressing the issue of teacher shortages and ensuring that schools are staffed with adequately qualified personnel. This is critical in public primary schools where resource constraints often

pose significant challenges. Similarly, Akpan (2012) noted that without effective manpower planning, schools may struggle with issues such as overcrowded classrooms and overburdened teachers, which can severely affect the quality of education. Moreover, Ololube (2013) highlighted the importance of aligning manpower planning with educational goals, arguing that this ensures that schools are not only well-staffed but also that the staff are appropriately qualified and supported to meet the educational needs of students. Strategic manpower planning, therefore, plays a vital role in creating a conducive learning environment, which is a prerequisite for achieving quality education delivery.

Manpower planning, also known as human resource planning is the process of ensuring that an organization has the right number and mix of employees to achieve its objectives. In the context of education, manpower planning involves the strategic deployment of teachers and other educational staff to meet the demands of the school system and ensure the delivery of quality education (Babalola, 2006). This process includes forecasting future staffing needs, recruiting qualified personnel, providing professional development, and retaining skilled employees. The importance of manpower planning in education has been widely recognized in the literature. As noted by Dessler (2013), effective manpower planning ensures that schools are adequately staffed with qualified teachers who are capable of meeting the diverse needs of students. Without proper planning, schools may face challenges such as teacher shortages, which can lead to larger class sizes and reduced individual attention for students, ultimately affecting the quality of education.

Hanushek (2011) highlighted the economic implications of manpower planning, arguing that the quality of teachers is one of the most significant determinants of student achievement. Ensuring that schools are staffed with high-quality teachers through strategic manpower planning is therefore crucial for improving educational outcomes. Additionally, Coombs (1985) pointed out that manpower planning is essential for addressing imbalances in the distribution of teachers across different regions, particularly in areas where there is a high demand for education but a shortage of qualified staff. The relationship between manpower planning and educational quality is also evident in the allocation of resources for teacher training and development.

According to Akpan (2012), continuous professional development is a key component of manpower planning that ensures teachers remain competent and up-to-date with the latest educational practices. This, in turn, contributes to the overall effectiveness of the teaching workforce and the quality of education delivered. However, challenges in manpower planning persist, particularly in public primary schools in developing regions. Olayemi (2000) identified issues such as poor data management, inadequate funding, and political interference as significant obstacles to effective manpower planning in education. These challenges can lead to inefficiencies in the recruitment and deployment of teachers, further exacerbating the difficulties in achieving quality education delivery. In conclusion, manpower planning is a critical determinant of educational quality and ensuring that schools are adequately staffed with qualified and motivated teachers, and providing ongoing professional development, thus, manpower planning plays a key role in enhancing the quality of education in public primary schools.

METHODS

The research design adopted for this study is the correlational design. The target population of this study was made up of 1,264. A stratified random sampling technique was used to select

respondents to the study. Two hundred and eighty eight (288) Head teachers, four (4) directors, eleven (11) evaluators, seven (7) educational supervisors, sixty-two (62) evaluators attached to the local government areas (LGAs) and eight evaluators of UBE Board which formed a total sample size of 380 respondents. This gives a thirty percent 30% of the total population of the study.

The instrument for the study was a structured questionnaire designed by the researcher after an extensive review of related literature. The title of the instrument “Teachers' Supervision, Manpower Planning, and Quality Education Delivery Questionnaire (TSM PQEDQ)”, the questionnaire used to measure the relationship between teachers' supervision, manpower planning, and quality education delivery in public primary schools in Rivers State. The questionnaire was made up of nine (9) items. The response to the questionnaire statements were structured on a modified four (4) points Likert type scale. The responses ranged from strongly agree 4 points to strongly disagree 1 point.

The content and face validity of the instrument was obtained through careful study of the content, making sure that the items are properly structured covering the entire content. Also there was critical evaluation of the instrument by experts in the field of study (Educational management) of Ignatius Ajuru University of Education. To establish the reliability of the instrument, the researcher subjected the questionnaire items to Crumbach Alpha testing using SPSS version 23, and a reliability index of .843 was realized.

The researcher administered the copies of research instruments (questionnaire) to teachers (respondents) in the selected public primary schools and the selected number of persons in the universal Basic Education (UBE) Board. Three hundred and eighty (380) copies of the instrument were administered out of which three hundred and fifty (350) were retrieved. The data collected for the study were analyzed and presented in tables using Mean and Standard Deviation (SD), while the hypotheses were tested using Pearson Product Moment Correlation (PPMC) at .05 significance level using SPSS version 23. A weighed mean of 2.50 was used as the criterion mean.

RESULTS

Research Question 1: How does teacher supervision influence quality education delivery in public primary schools in Rivers State?

Table 1: How teacher supervision influence quality education delivery in public primary schools in Rivers State

S/N	Items	Mean	SD	Remark
1.	Pupil's performance are regularly checked as a reference point in assessing teacher effectiveness	3.0257	1.19786	Agree
2.	Teachers lesson notes are regularly checked to enable them be in accordance with the objectives of the lesson.	3.3771	.48537	Agree
3.	Teachers are allowed weekly feedback on their challenges and other issues.	2.9286	1.22908	Agree
4.	Lesson sessions are visited from time to time.	3.1743	.37990	Agree
5.	Teachers are appraised annually	3.0257	1.19786	Agree
Grand Mean		3.1062	.89801	Agree

Data in Table 1 showed in item 1 mean score of 3.0257 and SD 1.19786 which showed that respondents agreed that pupil's performance are regularly checked as a reference point in assessing teacher effectiveness. In item 2 mean score of 3.3771 and SD .48537 showed that respondents agreed that teacher's lesson notes are regularly checked to enable them be in accordance with the objectives of the lesson. In item 3 mean score of 2.9286 and SD 1.22908 which implied that respondents agreed that teachers are allowed weekly feedback on their challenges and other issues. In item 4 mean score of 3.1743 and SD .37990 which showed that respondents agreed that lesson sessions are visited form time to time. In item 5 mean score of 3.0257 and SD 1.19786 equally showed that respondents agreed that teachers are appraised annually. Thus, the aggregate mean score of 3.1062 > 2.50 implied that respondents agreed that teacher supervision relate to quality education delivery in public primary schools in Rivers State.

Research Question 2: How does manpower planning of teachers influence quality education delivery in primary schools in Rivers State?

Table 2: How manpower planning of teachers influence quality education delivery in primary schools in Rivers State

S/N	Items	Mean	SD	Remark
6.	Number of teachers for retirement is known a session earlier	2.9286	1.22908	Agree
7.	The needed teachers for every subject area is known early enough and recruited on time	2.8971	1.18527	Agree
8.	The required competence is sought and assessed for during recruitment process.	3.0257	1.19786	Agree
9.	Teachers duties are assigned according to their areas of specialization	2.4457	.67384	Disagreed
Grand Mean		2.8242	1.07151	Disagreed

Data in Table 2 showed in item 6 mean score of 2.9286 and SD 1.22908 which implied that number of teachers for retirement is known a session earlier. In item 7 mean score of 2.8971 and SD 1.18527, which implied that respondents agreed that needed teachers for every subject area is known early enough and recruited on time. In item 8 showed mean score of 3.0257 and SD 1.19786, which implied that required competence is sought and assessed for during recruitment process. In item 9 mean score of 2.4457 and SD .67384 which implied that respondents disagreed that teacher's duties are assigned according to their areas of specialization. Thus, aggregate mean score of 2.8242 > 2.50, which showed that respondents agree that manpower planning of teachers relate to quality education delivery in primary schools in Rivers State.

Test of Hypotheses

Ho1: Teacher supervision does not significantly influence quality education delivery in primary schools in Rivers State.

Table 3: PPMC test on influence of teacher supervision on quality education delivery in primary schools in Rivers State

		Teacher Supervision	Quality Education Delivery
Teacher Supervision	Pearson Correlation	1	.495**
	Sig. (2-tailed)		.011
	N	350	350
Quality Education Delivery	Pearson Correlation	.495**	1
	Sig. (2-tailed)	.011	
	N	350	350

** . Correlation is significant at the .05 level (2-tailed).

Table 3 with n-value of 350, coefficient value of .495**, p-value of .011 < .05, showed that teacher supervision significantly influences quality education delivery in primary schools in Rivers State. The null hypothesis is therefore rejected.

H02: Manpower planning of teachers does not significantly influence quality education delivery in primary schools in Rivers State.

Table 4: PPMC test on influence of man power planning of teachers on quality education delivery in primary schools in Rivers State

		Manpower Planning of Teachers	Quality Education Delivery
Manpower Planning of Teachers	Pearson Correlation	1	.398**
	Sig. (2-tailed)		.010
	N	350	350
Quality Education Delivery	Pearson Correlation	.398**	1
	Sig. (2-tailed)	.010	
	N	350	350

** . Correlation is significant at the .05 level (2-tailed).

Table 4 showed n-value of 350, coefficient value of .398**, p-value of .010 < .05, which proved that man power planning of teachers significantly influences quality education delivery in primary schools in Rivers State. The null hypothesis is therefore rejected.

DISCUSSION

Teacher Supervision and Quality Education Delivery

Hypothesis one result showed that there is a significant relationship between teacher supervision and quality education delivery in primary schools in Rivers State. The respondents opined that teacher supervision enhances quality education delivery in Primary Schools in Rivers State.

This result is in line with Okendu (2012), when he found that teacher supervision significantly impacts instructional delivery, because it provides a framework for continuous professional development. Blase and Blase (2000) supported this when they argued that effective supervision fosters reflective practice among teachers, which in turn leads to improved classroom instruction and student learning outcomes. Additionally, Sergiovanni and Starratt

(2007) and Glickman et al. (2014) emphasized that supervision is not merely about overseeing teachers' work but also about providing them with the necessary support to improve. Their study suggested that when supervision is collaborative and focuses on professional growth, it can lead to higher teacher motivation and better student performance. The indication is that supervision plays a twin role of ensuring accountability and enhancing teaching effectiveness, both of which are essential for delivering quality education.

Manpower Planning of Teachers and Quality Education Delivery

Results from hypothesis two showed that there is a significant relationship between manpower planning of teachers and quality education delivery in primary schools in Rivers State.

This study is in line with Babalola (2006) when the study asserted that manpower planning is integral to addressing the issue of teacher shortages and ensuring that schools are staffed with adequately qualified personnel. This is critical in public primary schools where resource constraints often pose significant challenges. In the same way, Akpan (2012) and Ololube (2013) noted that without effective manpower planning, schools may struggle with issues such as overcrowded classrooms and overburdened teachers, which can severely affect the quality of education. Moreover, they highlighted the importance of aligning manpower planning with educational goals, arguing that this ensures that schools are not only well-staffed but also that the staff are appropriately qualified and supported to meet the educational needs of students. Thus, strategic manpower planning, plays a vital role in creating a conducive learning environment, which is a prerequisite for achieving quality education delivery.

Same is true when Dessler (2013) noted that effective manpower planning ensures that schools are adequately staffed with qualified teachers who are capable of meeting the diverse needs of students. Hanushek (2011) highlighted the economic implications of manpower planning, arguing that the quality of teachers is one of the most significant determinants of student achievement.

CONCLUSION

This study concluded that teacher supervision and manpower planning are vital components in the pursuit of quality education delivery in public primary schools in Rivers State. The findings highlighted that both effective teacher supervision and strategic manpower planning significantly contribute to improved educational outcomes, and ensure that students receive the highest possible standard of education. When properly implemented, teacher supervision can provide continuous professional development and accountability, while manpower planning ensures that the right number of qualified teachers are available and effectively deployed. As such, these elements are indispensable for achieving and sustaining quality education in public primary schools.

Recommendations

- Frequent visit of school inspectors in primary schools in Rivers State should be re-invigorated by government to enhance quality education delivery in primary schools in Rivers State.

- Manpower planning of teachers (number, quality, competence, etc. of teachers to be required in the near future) should be managed by primary school heads, Schools Board and Ministry of Education to enhance quality education delivery primary schools in Rivers State.

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