

The Impact of Supervision of Instruction on Teacher Effectiveness in Secondary Schools in Nigeria

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Abstract

There is no way the goal and objective of an organisation can be achieved without putting in place certain mechanism towards ensuring its success. In the school system, one of the mechanisms to be put in place towards achieving the goals of the school is supervision. The study sought to find out the impact of supervision of instruction on teacher effectiveness in Enugu state. Two research questions guided the study and one null hypothesis was tested at 0.05 level of significance. The study adopted a comparative survey research design. All the 3,197 government owned secondary school teachers in Enugu South Local Government Area of Enugu state constituted the population of the study. A sample of 905 teachers was selected through proportionate stratified random sampling technique. A researcher-developed questionnaire duly validated and whose reliability index is 0.85 was used for data collection. Mean and t-test were used to analyse the data collected. The result of the study indicates that both internal and external supervision of instruction have positive effect on teacher effectiveness in secondary schools. Based on the findings of the study, some recommendations were made of which one of them is that there should be constant sponsored workshops and seminars for both the supervisors and teachers separately to enable them become knowledgeable on the expectations of the supervision of instruction in secondary schools.

Keywords

Supervision, Instructional Supervision, Secondary Education, Effectiveness.

Introduction

Education according to the National Policy on Education is an instrument ‘ par excellence’ which is important for national development (FGN, 2004). Education is also the bedrock of any nations’ socio-economic, cultural, religious and political development (Ikegbusi & Iheanacho, 2016). However, all the various levels of education (early childhood, pre-primary, primary/basic, post primary /secondary and tertiary), including the educational institutions must be properly administered and managed in order to produce vibrant outputs (students) that will contribute effectively towards national development. This in essence will include attainment of a high level of ‘academic excellence’ which entails the inculcation of the right type of knowledge, skills, values and attitudes to the learner to enable him function efficiently and effectively within the society, and ensure societal survival (Oyedeji, 2012). This according to Nwogbo and Okeke (2010) can be achieved through a disciplined and committed teacher. To ensure that teachers are highly disciplined and their high productivity achieved in the education sector, this apart from staff development will also include strengthening schools’ instructional supervision to ensure that teacher high productivity and work commitment is guaranteed and enhanced (Ikegbusi, 2014).

Certain degree of respect and regard to a person’s position and duty in a society tend to bring out the best in most individuals and also give him a perceptive sense of satisfaction in whatever duty he accomplishes (Modebelu, 2008). Business and corporations supervise and evaluate employee performance for a variety of reasons including retention, promotion and accountability for completing job related tasks (Ekundayo, Oyerinde & Kolawole, 2013). Olatoye (2006) states that education is not different as it requires supervision of classroom instruction to evaluate teachers’ effectiveness. Also, education aimed at bringing about the relatively change in behaviour of the learner as a result of learning. Teachers are the backbone of the entire education system according to (Olorunfemi, 2008). Their effectiveness is perhaps the most

important factor affecting the future development of education process (Ikegbusi & Iheanacho, 2016). Teachers as individuals or group of individuals hold a very important position in educational sector (FGN, 2004). Ikegbusi (2014) is of the opinion that teachers teach, train and process students to acquire the necessary life skills that would enable them survive and contribute meaningfully to the society they belong. Teachers cannot effectively and efficiently execute the above duties without themselves being properly and adequately educated, provided for and monitored (Ofojebe, Chukwuma & Onyekwe, 2016) .

According to Ogba and Igu (2014) supervision has been identified as one of the approaches to teacher effectiveness. This calls for supervision of instructional procedure in secondary schools. Supervision according to Modebelu (2008) is a process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational institution. Ogbo (2015) defined supervision as the maximum development of the teacher into the most professionally efficient and effective person he is capable of becoming. This definition recognizes that a teacher has potentials that needed help, guidance and directing. Walker (2016) and Clark (2015) on the other hand see supervision as a task of improving instruction through regular monitoring and in-service education of teachers. These definitions therefore, according to Eya and Leonard (2012) indicate that supervision is all about promoting leadership and teacher growth in educational practices.

Instructional supervision according to Olorunfemi (2008) and Okobia (2015) is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets. This definition describes instructional supervision from the point of establishing the relationship with stakeholders in the school system for the purpose of achieving the set objectives. Similarly, Gordon and Ross-Gordon (2001) describe supervision as a service activity that exists to help teachers do their job effectively. In general, according to Mecgley (2015) the major function of the supervisor is to assist others to become efficient and effective in

the performance of the assigned duties. According Oyedjeji (2012) the functions of school supervisors in order to carry out effective supervision include: making classroom visits, supervising heads of departments and teachers by checking their scheme of work and lesson notes, checkmating teachers' classroom attendance, checking absenteeism and rewarding hardworking teachers and punishing indolent ones by assigning administrative duties to them as means of encouraging to do the right things at the right time Firz (2006) identified two types of supervision as internal and external supervision. Internal supervision is carried out by the school administrators (headmaster/assistant headmaster or principal/vice principal), while government and delegated agents conduct the external supervision. Modebelu (2008) and Walker (2016) were of the opinion that external supervision is more effective in promoting teacher instructional effectiveness in schools. Eya and Leonard (2012), postulate that internal supervision is more conversant, their reasons being that it helps teachers to be dedicated to their duties and helps the less effective and inexperienced teachers to improve their teaching.

The current twofold mode of supervision (internal and external supervision) tends to generate conflict in the assessment of the instructional performance of teachers. There has been inconsistency on research into the best mode of Supervision of instruction. Modebelu (2008) and Walker (2016) recommended external supervision as the way out to the problem of supervision of instruction. Eya and Leonard (2012) supported internal supervision. In view of this inconsistency, one cannot just decide on which mode of supervision is more effective to rescue the educational system through improvement of teacher effectiveness. The problem of the study put in question form is: Which of the two modes of supervision has more positive impact on teacher effectiveness in Enugu South Local Government Area of Enugu state?

Research Questions

The following research questions guided the study.

1. What are the impact of internal supervision on teacher effectiveness?
2. What impart does external supervision has on teacher effectiveness?

Results

Table 1: Mean Ratings and Standard Deviation of scores on the Impact of Internal Supervision on Teacher Effectiveness

S/N	Items	X	Sd	R
1	Internal supervisors help in making teachers punctual and regular to classes and schools	3.48	1.88	A
2	Internal supervision contributes to professional growth of teachers	3.96	2.00	A
3	Internal supervision furnishes and equips teachers with necessary information and suggestions for instructional improvement	3.33	1.82	A
4	Internal supervision encourages teachers to create a democratic climate while teaching	2.84	1.70	A
5	Internal supervision assists teachers in the acquisition of instruction	1.92	1.12	D
6	Internal supervision helps teachers to imbibe appropriate techniques for teaching in and outside classroom	3.08	1.90	A
7	Internal supervision helps teachers to find answers to curriculum and instructional problems	3.47	1.88	A
8	Internal supervision helps teachers to acquire new ideas and to be innovative	3.30	1.89	A
9	Internal supervision encourages modern approaches to instruction	3.30	1.89	A

Hypothesis

The following null hypothesis was tested at 0.05 level of significance.

There is no significant difference between the impact of internal and external supervision on teacher effectiveness.

Methodology

The study used a comparative survey research design to collect data from teachers. The population comprised all the secondary school teachers in government owned secondary schools in Enugu South Local Government Area of Enugu state, Nigeria. A sample of 905 secondary school teachers was drawn through proportionate stratified simple random sampling technique. According to Nwankwo (2013) stratified sampling ensures the representation of every stratum.

The instrument that was used for data collection was a questionnaire called Internal Supervision Assessment Scale (ISAS) for section A which consists of 20 items, while section B was External Supervision Assessment Scale (ESAS) which equally consists of 20 items. The instrument was face validated by experts in Measurement and Evaluation in the Faculty of Education, Imo State University, Owerri. The data collected were used to compute the reliability coefficient using Cronbach Alpha which yielded a reliability coefficient of 0.85 which indicated high internal consistency of items of the instrument. It was a 4 point likert-option questionnaire of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The researchers used direct delivery technique in the administration of the instrument with the help of 2 research assistants. In each local government visited, copies of the questionnaire were administered on the selected respondents, they were allowed to respond to the items before retrieving the filled questionnaire. These strategies were meant to minimize chances of loss of questionnaire items, and to explain any point the respondents may not understand very well. Out of the 905 copies distributed questionnaire items, 900 copies were retrieved and used for the study. The data collected were analysed using mean and standard deviation for the research questions, while the null hypothesis was tested at 0.05 level of significance using t-test statistics.

10	Internal supervision helps in providing text-books, reference books and other instructional materials	3.28	1.82	A
11	Internal supervisors take active part in seeking solutions to instructional problems	3.36	1.84	A
12	Internal supervision encourages teachers to develop a repertoire of teaching strategies	3.31	1.83	A
13	Internal supervisors understand best the great differences in abilities and needs of individual teachers	3.36	1.84	A
14	Internal supervisors help the less effective and inexperienced teachers to improve their teaching	3.78	1.88	A
15	Internal supervision helps teachers in demonstrating friendly, humorous and persuasive characters	3.18	1.92	A
16	Internal supervision equips teachers with the knowledge of schools' program studies	3.10	1.91	A
17	Internal supervisors identify sources of instructional materials to teachers they supervise	3.84	1.04	A
18	Internal supervision helps teachers to develop the skills for identifying students with impairment and also helps teachers identify the presence of fatigue during teaching	2.04	1.33	A
19	Internal supervisors identify teachers' unethical conduct, which is rampant and likely to affect students' behaviour	2.68	1.63	A
20	Internal supervision clarifies the policies and ambitions of a school	3.04	1.73	A
	GRAND X	3.18	1.92	A

The results in table 1 above indicate the impact of internal supervision on teacher effectiveness. The results reveal that with exception of items 5 and 18 that scored below the acceptable mean of 2.50, all the other items obtained mean scores ranging from 2.50 and above for all the teachers. This shows that teachers were positive in their response on the impact of internal supervision on teacher effectiveness.

Table 2: Mean and Standard Deviation scores on the Impact of External Supervision on Teacher Effectiveness

S/N	Items	X	Sd	R
1	External supervision keeps teachers alert and orderly in their work behaviours	3.92	2.00	A
2	External supervision helps teachers to develop the skills for identifying students with learning impairment and also helps teachers identify the presence of fatigue during teaching	1.63	1.27	D
3	External supervision identifies sources of instructional materials to teachers they supervise	1.32	0.73	D
4	External supervision helps teachers find answers to curriculum and instructional problems	3.56	1.56	A
5	External supervision helps teachers imbibe appropriate teaching techniques	3.96	2.00	A
6	External supervision gives primary attention to educational leadership and instruction	3.47	1.88	A
7	External supervisors clarify the policies and values of a school	1.28	0.68	D
8	External supervisors identify unethical conduct which is common and likely to affect students' Behaviour	3.16	1.92	A
9	External supervisors take active part in seeking solutions to instructional problems.	3.32	1.82	A
10	External supervision encourages teachers to develop a repertoire of teaching strategies	3.88	1.94	A
11	External supervision encourages teachers to create a democratic climate while teaching	2.68	1.70	A
12	External supervision encourages innovative teachers	3.33	1.82	A
13	External supervision helps the less effective and inexperienced teachers to improve in their teaching	3.30	1.89	A
14	External supervision furnishes and equips teachers with necessary information and suggestion for instructional improvement	3.52	1.84	A
15	External supervision helps teachers acquire new ideas on curriculum of instruction	3.47	1.88	A
16	External supervision assists teachers in acquisition of skills for evaluation of instruction	2.96	1.76	A
17	External supervisors identify and correct areas of instructional weakness in teachers	3.84	1.87	A
18	External supervision contributes to professional growth of teachers	4.00	2.00	A

19	External supervision assists teachers in demonstrating friendly, humorous and persuasive characters during instruction	3.84	1.87	A
20	External supervisors help in providing textbooks, reference books and other instructional materials	3.84	1.87	A
	GRAND X	3.09	1.75	A

From the table above, the results show that items 2, 3, 7 and 20 scored below the acceptable mean of 2.50. All the other items obtained mean scores ranging from 2.50 and above for all the teachers. The grand mean is 3.09, which reveals that teachers were also positive in their response on the impact of external supervision on teacher effectiveness.

Hypothesis

Table 3: t-test comparison between the influence of internal and external Supervision on teacher effectiveness.

Source variation	No of items	X	Sd	Df	t-cal	t-crit	P
Internal supervision	20	3.39	0.71				
				38	0.04	2.04	0.05
External supervision	20	3.31	0.65				

Results in table 3 show that the calculated t-value of 0.04 is less than the critical t-value of 2.04 at 0.05 level of significance and 38 degree of freedom. It therefore shows that there is no significant difference in the mean rating of the difference between the influence of external and internal supervision on teacher effectiveness in secondary schools in Enugu state.

Summary of Findings

From the results, the following findings are made:

1. There is great impact of internal supervision on teacher effectiveness in secondary schools.
2. External supervision has a positive impact on teacher effectiveness in secondary schools.

Discussion of findings

The discussion of the findings is based on the research questions and hypothesis which guided the study.

Impact of Internal Supervision on Teacher Effectiveness

Research question 1 sought to find out the impact of internal supervision on teacher effectiveness. It revealed that secondary school teachers were highly positive on their responses on the impact of internal supervision on teacher effectiveness. This indicates that the principals who are charged with the responsibility of supervising the teachers internally are carrying out this function marvellously. The roles of internal supervision that have positive impacts on teacher effectiveness ranged from assistance in clarifying school policies, strategies for effective curriculum implementation and delivery of instruction to teaching skills acquisition, and educational leadership. This finding is in line with the views of Eya & Leonard (2012); Okobia (2015) and Ofojebe (2007) who found that internal supervision is more competent, conversant and effective, and that it can enhance instructional performance of teachers. Jonesboro (2013) also found out that internal supervision is effective because it relies heavily on the sense of voluntary shared responsibility, and on mutual shaping of goals and of patterns to reach them. In support of the result too, Olatoye (2006) observed that internal supervision furnishes and equips teachers with necessary information and suggestions for instructional improvement.

Impact of External Supervision on Teacher Effectiveness

Research question 2 sought to find out the impact of external supervision on teacher effectiveness. It showed that secondary school teachers among other things rated very high the points that external supervision keeps teachers alert and orderly in their work behaviours, take active part in seeking solutions to instructional problems, and contributes to the professional growth of teachers. These findings agree with that of Modebelu (2008) and Walker (2016) who found out that external supervision is highly effective because teachers regard external supervisors as people with sound knowledge and who have power to punish teachers by surcharging their salaries, delaying their promotions and issuance of queries. Also, in support of the result, Ughamadu (2015) found out that external supervision has helped the teacher to handle the pupils effectively, and that it has great impact in improving not only teaching and academic environment, but also promotes effective learning for both their pupils. This high regard forced teachers to always be prepared and organised in their work behaviours, so that they would avoid the wrath of these external supervisors which might lead to retardation of their professional growth through promotions.

Conclusion

Based on the above discussion, the following conclusions are emphasised. Teachers in Enugu South Local Government Area viewed both internal and external supervision as imparting positive influence on teacher effectiveness. In other words, both internal and external supervision of instruction have significant influence on the effectiveness of teachers in secondary school in Enugu state. Therefore, the adoption of internal and external supervision is cost effective and should be effectively utilized to optimal benefits in the educational system, for the improvement of teaching and learning.

Recommendations

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

1. Workshops and seminars should be organised regularly for teachers on needs of supervision and what are expected of them in such exercise.
2. There should also be constant sponsored workshops and

seminars for supervisors in the local government areas. This will advance them on knowledge and performance expected.

3. There should be good rapport between supervisors and teachers for supervision to be friendly and positive.
4. Internal and external supervisors should get abreast with the problems of the supervised, especially those that hinder supervision of any type.
5. Necessary facilities and instructional materials should be supplied to all secondary schools in order to generate effective and functional school system that would facilitate effective supervision exercise.
6. Principals and other internal supervisors should pay maximum attention to evaluation skills during supervision.
7. External supervisors should go round the school and identify their resource problems. This will aid them to identify wastages and non-utilized resources for teacher-classroom use.
8. Parents as well as community should be properly involved in the supervision of instruction in the school system. This would form a co-operation in the system to achieve greater effectiveness.

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