

Research Article

Influence of Supervision of Instruction on Teacher Effectiveness in Public Primary Schools in Enugu State Nigeria

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ABSTRACT: Primary education is the base for all other levels of education. Therefore, the need for adequate supervision of instruction in public primary schools becomes imperative in order to boost teachers effectiveness so that quality and quantity are highly maintained. This study examined the influence of supervision of instruction on teacher effectiveness. To guide the study two research questions and one null hypothesis were used. The total number of 905 primary school teachers were selected through proportionate stratified random sampling technique responded to a 40-item questionnaire. Data collected were analyzed using mean and t-test statistics. The result obtained showed that internal and external supervision of instruction in public primary schools has positive influence on teacher effective. It was recommended among others that training and retaining of teachers should be made available for in internal and external supervision competences.

Keywords: Supervision, Teacher, Effectiveness, Primary School.

I. INTRODUCTION

Supervision, as a field of educational practice with clearly delineated roles and responsibilities, did not fail from the sky fully formed. Rather, supervision emerged slowly as a distinct practice, always in relation to the institutional, academic, cultural and profession dynamics that have history generated the complex agenda of schooling. School supervision is practice that is designed to improve the effectiveness of teaching. [1] described supervision as process of directing, helping, guiding, and stimulating growth in the subordinates in order to improve the quality of instruction [2]. He had it that supervision involves providing expert assistance to teachers to help them acquire more skills and competencies for effective teaching. Supervisions are therefore to supervise, guide and direct instructional activities of teachers in line with professional conduct. Teachers are the backbone of the entire education system. Their effectiveness is perhaps the most vital factor affecting the future development of education process. Supervision has been identified as one of the approaches to teacher effectiveness. So supervisions are appointed from teachers on the basis of knowledge and experience to guide and direct teachers instructional processes [3]. She identified two types of supervision as internal and external supervisions. Internal supervision is carried out by school head (head master or principal as the case may be while government through Ministry of Education and Post Primary School Management Board (PPSMB) and delegated agents conduct external supervision.[3]. She proposed that external supervision is more effective in promoting teacher instructional effectiveness while the internal supervision are more conversant with the needs and problems of teacher. The internal and external supervision tends to generate conflict in the assessment of the instructional performance of teachers [4]. She recommended internal supervision the solution to the problem of supervision of instruction, [3] she advocated external supervision. So, in view of this inconsistency, one cannot decide on

which mode of supervision is more important or effective to rescue the educational system through the improvement of teacher effectiveness. Therefore, the question is; which of the two mode of supervision influences teachers' effectiveness.

1.1 Research Questions

The following research questions guided the study:

1. What are the influences of internal supervision on teacher effectiveness in primary school?
2. How does external supervision influences teacher effectiveness?

1.2 Hypothesis

One null hypothesis tested at 0.05 level of significance guided the study.

There is no significance difference between the influence of internal and external supervision on the teacher effectiveness.

II. METHODOLOGY

A survey research design was adopted for the study. The study was conducted in Enugu Education zone of Enugu State Nigeria. The population comprised of all the primary school teachers in the public primary schools in Enugu Zone. A sample of 905 primary school teachers was selected through proportionate stratified – random sample technique. The instrument for data collection was a 40 item questionnaire. It has two sections: Section 4 consists of 20 items of internal supervision assessment scale (ISAS) while section B consists of 20 items of external supervision assessment scale (ESAS). These items were structured on a four-point scale of Strong Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SD). Respondents were requested to indicate their level of agreement with the items. The instrument was validated by two lecturers in measurement and evaluation on the Enugu State University of Science and Technology Agbani and one expert primary school teacher. Some items were found inappropriate and ambiguous and were therefore deleted and restructured to meet the standard. To determine the reliability of the instrument, the instrument was administered on twenty teachers, from five primary schools in Agbani Education Zone of Enugu State. Ten of the teachers were given. Internal supervision assessment scale (ISAS) while the remaining ten were given external supervision assessment scale (ESAS). When the two sets of scores were correlated using pearson product moment correlation, a co-efficient of 0.96 was obtained. Application of the Cronbach Alpha for homogeneity of the items on the basis of correct and incorrect answers yielded a coefficient Alpha of 0.83. The researcher administered the instrument to the respondents with the help of 3 research assistants trained by her. Out of 905 open distributed, 900 were retrieved. Mean and standard deviation were used in answering the research question while the t-test statistics was used in testing the hypothesis.

III. RESULT

Table 1: Mean and Standard Deviation Scores on the Influence of Internal Supervision on Teacher Effectiveness.

S/N	ITEM	X	SD	R
1	Internal Supervision help teachers acquire new ideas on curriculum and instruction	3.30	1.89	A
2	Internal supervision equip teachers with the knowledge of school programme of studies	3.10	1.91	A
3	Internal supervision encourages modern approaches to instruction	3.30	1.89	A
4	Internal supervision helps teachers find answers to curriculum and instructional problems	3.47	1.88	A
5	Internal supervision furnishes teachers with necessary information and suggestions for instructional improvement	3.33	1.82	A
6	Internal supervision assists teachers in the acquisition of skills for evaluation of instruction	1.92	1.12	D
7	Internal supervision helps teachers imbibe appropriate techniques for teaching in and outside the classroom	3.08	1.90	A
8	Internal supervision help teachers identify sources of adequate instructional materials	3.84	1.04	A
9	Internal supervision helps teachers in demonstrating friendly, humorous and persuasive character during instruction	3.18	1.92	A
10	Internal supervisors understand best the great differences in abilities and needs of individual teachers	3.36	1.84	A
11	Internal supervisors helps the less effective and inexperience teachers to improve their teaching	3.78	1.88	A
12	Internal supervisors contributes to professional growth of teachers	3.96	2.00	A
13	Internal supervision help in providing text books, references books, and other instructional materials	3.28	1.82	A

14	Internal supervision encourages teachers to develop repertoire of teaching strategies	3.31	1.83	A
15	Internal supervision clarifies the policies and ambitions of a school	3.04	1.73	A
16	Internal supervision helps teachers develop the skills for identifying pupils with learning impairment and also helps teachers identify the presence of fatigue during teaching	2.04	1.33	D
17	Internal supervision encourages teachers to create a democratic climate while teaching	2.84	1.70	A
18	Internal supervisors identify teachers' unethical conduct, which is rampant and likely to effect pupils performance and behavior.	2.68	1.63	A
19	Internal supervisors help in making teachers punctual and regular class	3.48	1.88	A
20	Internal supervisors take active part in seeking solutions to instructional problems	3.36	1.84	A
	Grand mean	3.18	1.92	A

The data presented in TABLE 1 showed that the influence of internal supervision on teacher effectiveness. The result revealed that with exception of items 6 and 16 that scored below the acceptable mean of 2.50, all the other items obtained mean scores ranging from 2.50 and above for all teachers. This indicates that teachers were positive in their responses of the influence of internal supervision on teacher effectiveness.

Table 2: Mean and Standard Deviation Scores on the Influence of External Supervision on Teacher Effectiveness.

S/N	ITEM	X	SD	R
1	External supervision identify sources of instructional materials to teacher they supervise	1.32	0.73	D
2	External supervision helps teachers imbibe appropriate technique for teaching	3.96	2.00	A
3	External supervision help teachers find answers to curriculum and instructional problems	3.56	1.56	A
4	External supervision encourages innovative approaches to instruction	3.33	1.82	A
5	External supervision furnishes teachers with vital information and suggestions for instructional improvement	3.52	1.84	A
6	External supervision contributes to professional growth of teachers	4.00	2.00	A
7	External supervisors help in providing text books, and other instructional materials.	1.12	1.05	D

8	External supervision assists teachers in demonstrating friendly and persuasive character during instruction	3.84	1.87	A
9	External supervisors identify and correct areas of instructional weakness in teacher	3.84	1.87	A
10	External supervision assist teachers in the acquisition of skills for evaluation of instruction.	2.96	1.76	A
11	External supervision help teachers acquire new knowledge on curriculum and instruction	3.88	1.94	A
12	External supervision helps teachers develop skills for identifying pupils with learning impairment and also help teachers identifying the presence of fatigue during teaching.	1.63	1.27	D
13	External supervision help the less effective and inexperience teachers improve their teaching	3.30	1.89	A
14	External supervision gives primary attention to education leadership instruction	3.47	1.88	A
15	External supervisors the policies and values of a school	1.28	0.68	D
16	External supervisors identify unethical conduct, which is rampant and likely to affect pupils behavior	3.16	1.92	A
17	External supervision encourages teachers to develop a repertoire of teaching strategies	3.88	1.94	A
18	External supervision encourages teachers to create a democratic climate while teaching	2.68	1.70	A
19	External supervision keep teachers alert and orderly in their work behavior	3.92	2.00	A
20	External supervisors take active part in seeking solutions to instructional problems	3.32	1.82	A
	Grand mean	3.09	1.75	

The data presented in TABLE 2 showed the influence of external supervision of teacher effectiveness. The results revealed that items 1,7,12 and 15 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 overall mean for all the items was 3.09. This indicates that teachers were also positive in their response of the influence of external supervision on teacher effectiveness.

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

Table 3: T-Test Comparison between the Influence of Internal and External Supervision of Teacher Effectiveness.

Sources of variation	Number of items	X	DS	DF	T.Cal	T. Critical	P
Internal Supervision	20	3.39	0.71				
				38	0.04	2.04	0.05

External supervision	20	3.31	0.65				
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The result presented in TABLE 3 revealed that the calculated t value of 0.04 is less than the table (critical) value of 2.04 at 0.05 confidence level. The null hypothesis is thus upheld. The decision is that the difference between the influence of external and internal supervision is not statistically significant as measured by the teachers mean responses.

IV DISCUSSION

Responses to research question I revealed that primary school teachers were highly positive on their responses on the influence of internal supervision on teacher effectiveness. This indicates that the head teachers who are charged with the responsibility of internally supervising the teachers are carrying out this function amicably. The roles of internal supervision that influence teacher effectiveness ranging from assistance in clarifying school policies, strategies for effective curriculum implementation and delivery of instruction to teaching skills acquisition and educational leadership. The finding is in tandem with that of [5]. [6] 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 attain them. The finding also showed positive response on the influence of external supervision of instruction on teacher effectiveness. The teachers among other things rated very high the points that external supervision keeps teachers alert and orderly in their work behavior, taking active part in seeking solutions to instructional problems, and contributes to the professional growth of teachers. The findings agree with that of [7] who found out that external supervision is highly effective because teachers regard external examiners as people with sound knowledge and power to punish (delay teachers promotion or query teachers misconduct). This high regard compelled teachers to always be alert and orderly in their work behaviours so as not to deserve the wrath of these external supervisors and thus, regard their professional growth through promotions. This also agrees with the postulations of X by [8] that workers prefer to be directed, wishes to avoid responsibility and want security (in terms of promotions) above all, and must be converted, controlled, directed or threatened with punishment to get a job done.

V. CONCLUSION

It is understood that teachers in Enugu education zone viewed both internal and external supervision as exerting positive influence on teacher effectiveness in essence. Both internal and external supervision of instruction significantly influenced the teaching effectiveness of teachers in primary schools. 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 so as to ensure quality and quantity of instruction.

VI. RECOMMENDATIONS.

Based on the findings of the study, the following recommendations were made for improvement.

1. Head teachers and other internal supervisors should pay maximal attention to evaluation skills during supervision.
2. Internal and external supervisors should always get a breast with the problems of the supervised especially those that hinder supervision of any type.
3. Regular in-service training for internal and external supervisors is very necessary to equip them with more competence for assist teacher' improve their teaching and evaluation skills.
4. External supervisors should go round the schools and identify their resource problems. This will help them identify wastages and non-utilized resources in a classroom situation.

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5. Regular meetings, seminars, workshops and conferences between supervisors and teachers. Should be emphasized to intimate teachers of major observations in their teaching as well as discuss educational innovations in order to obtain their maximum effectiveness instructional delivery.

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