

Instructional Supervision And Secondary Schools Teacher Effectiveness In Calabar South Local Government Area, Cross River State, Nigeria.

Egbeji, Emmanuel Edung, Phd
Department Of Educational Management
University Of Cross River State, Calabar, Nigeria

Abstract

This study sought to investigate instructional supervision and teacher effectiveness in secondary schools under Calabar South Local Government Area of Cross River State.

The study adopted the correlational research design.

The sampling technique used was the accidental sampling technique. This also known as convenience or opportunity sampling. It is considered non-random because individuals are not chosen through a random process, but rather because they happen to be nearby or readily available.

The study sample was made up of 45 teachers drawn from the 8 public secondary schools in the local government area

The instrument used for data collection for the study was titled "Instructional Supervision and Teachers' Job Effectiveness Questionnaire (ISTJEQ)." It was designed in a four point likert scale format.

Pearson Product Moment Correlation was used to analyze data during this study. At the end of the study, results showed that instructional supervision relates with teacher effectiveness in schools. Recommendations were made to include that school Principals should allocate adequate time for instructional supervision to be carried out in schools under their watch.

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I. Introduction

The ability of teachers to undertake their teaching responsibilities effectively determines the extent to which secondary schools would achieve their goals and objectives. This is so because the entire job of pedagogy and the attainment of secondary educational goals rests on the shoulders of teachers. Teacher job effectiveness is the ability of a teacher to combine skillfully in a given situation, the right behaviour towards the achievement of school objectives. Teachers who perform their duties effectively are always abreast of the various teaching techniques required to improve the academic achievement of students. An effective teacher performs both the curricular and extracurricular activities diligently.

Sulyman and Lawal (2023) defined job effectiveness as the level at which teachers in schools carry out their duties in accordance with how they are satisfied with the profession.. The factors which could be used to measure teachers' job effectiveness include use of instructional materials, involvement in co-curricular activities, classroom management, students' assessment and a host of others. The indicators of teachers' job effectiveness is evaluated in his/her ability to make deliberate efforts to enhance students' academic achievement, possession and display of in-depth knowledge of his or her subject matter, presentation of lesson in a well-organized manner, effective classroom organization and control, participation in the school curriculum activities, regularity and punctuality in the school, maintenance of good interpersonal relationship with subordinates and superiors, discipline, motivation and counseling of students and counseling of compliance to teachers' professional code of conduct among others.

Unfortunately, the researcher has observed that some teachers' job effectiveness has not reached appreciable level in public secondary schools in Calabar South Local Government Area of Cross River State. Some teachers are found wanting in developing lesson plans, writing lesson notes and ineffective in instructional delivery. Most teachers seem to teach without instructional materials. Others tend to come to classes without adequate preparation to teach but tend to force their students to copy notes on lessons which they have not been taught. The researcher has also observed that some teachers in the study area cannot develop a systematic, comprehensive, cumulative and guidance-oriented continuous assessment in accordance with behavioural objectives to determine students' grading and promotion into various classes.

Furthermore, many teachers showed unprofessional attitudes to work in the areas of absenteeism, time management, disciplining the students, communication skills, poor lesson presentation, nonchalant attitude towards the usage of instructional materials, total abandoning or ill-preparation of lesson notes, poor

commitment to students' assessment among others. Most of them seem not to know how to adequately carry out their instructions because of poor knowledge of the subject matter and are also ignorant of the best teaching method to use at the secondary school level. They go as far as disobeying their administrators when assigned a duty to perform, poor note writing and many other unethical behaviours. The researcher also noted that in some public secondary schools, some teachers are not punctual to school, do not use appropriate teaching aids, nor apply appropriate teaching method for instructional delivery in the classroom, hardly give nor assess students' assignments. Some teachers were observed to have recorded what they have not taught students in their record of work, give their lesson notes to class prefects to copy for students while they are busy involved in petty trading within the school premises.

Recently, the high rate of teachers' poor job effectiveness in public secondary schools in Nigeria generally could be identified as poor of conducive school environment, poor school facilities, unhealthy school climate, inadequate instructional supervision, lack of mentoring and orientation programme, inability to institutionalize Information and Communication Technology (ICT) (Livinus & James, 2016, Lipnevich, Preckel, Boehme, Brandner & Roberts, 2016). This implies that it might be very difficult if not impossible for teachers to perform their jobs effectively in secondary schools in Calabar South Local Government Area of Cross River State if and when the administrators cannot provide effective instructional supervision.

Instructional supervision is concerned with observing and guiding members of staff to instructional activities in the school. Agu, Amajuoyi and Agogbua (2021) defined supervision as a deliberate and logical monitoring of subordinates for provision of professional guidance and assistance to ensure the successful implementation of school programmes. Okpe (2018) noted that supervision of teachers' instructional activities is very important as it helps to guide, direct and stimulate growth with the aim of improving teaching and learning. Instructional supervisory proficiency is required by school principals to enable them to oversee and guide teachers to effectively discharge their duties. The purpose of internal supervision in public secondary schools include: deciding the nature and content of the curriculum; selecting the school organizational patterns and materials that will enhance educational growth; improvement of teachers effectiveness; ensuring that teachers are performing their duties as scheduled; improvement of the incompetent teachers; providing a guide for staff development; determining the effectiveness of the teachers' classroom management; determining the 'tone' of the school; determining special abilities possessed by teachers and deciding whom to be transferred, retained, promoted or disengaged (Chimezie-Mathew and Assumpta, 2022). This study is however focused on classroom visitation, lesson note supervision, spot checks, demonstration of teaching and checking of scheme of work.

However, the principals have multiple managerial roles to perform. By their positions, they assume the roles of school administrators, financial managers, instructional supervisors, chief security officers, students' advisers, custodians of schools' rules and regulations, chief planners and policy formulators. Principals, therefore, have limited time and strength to undertake the above roles and that of supervision effectively. It is in light of the above problem that this study was designed to survey the relationship between instructional supervision and teachers' job effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State, Nigeria.

Statement of the problem

The rate of poor job performance among teachers in public schools in Calabar South Local Government Area of Cross River State has left much to be desired of the expected standards of the schools. A critical observation by the researcher reveals that most of the teachers are not carrying out their job in line with expected regulations. Some of them hardly attend classes with well-prepared lesson plans. Others seem to avoid developing their lesson plan, syllabus and scheme of work. The researcher has equally observed that some teachers tend to teach without instructional materials. Most of them appear to lack the skills of effective classroom management and continuous assessment. Some do not seem to organize the students while teaching to ensure that the instructional objectives are achieved. Hence, this is worrisome and has become an issue of major concern to stakeholders including government, parents, labour market and the general public.

Furthermore, many teachers in public secondary schools in Calabar South Local Government Area of Cross River State seem to fail in carrying out their primary responsibilities or duties. They tend to be ineffective in their job performance as displayed in their poor attitude to work, poor record keeping habit, poor punctuality habits, irregular attendance to classes, participate in other businesses that distract their attention from teaching, poor record keeping attitudes, lateness to school, lack of self-discipline, nonchalant attitude towards writing notes of lesson and marking attendance register, and several other unacceptable behaviors. Some even trade during official hours, indulge in unethical marking of the attendance register and several other unacceptable behaviours which undermine the quality of the teaching profession, and which deter the schools from achieving set goals and objectives. These behaviours of the teachers are termed negative and have contributed to the poor performance of students in both their internal and external examinations as well as the overall poor quality of

students produced by secondary schools who in turn, transit to higher institutions. This has been an issue of concern with the government and all relevant stakeholders making efforts to correct the ills.

Some students who are poorly taught in school graduate but can neither sit and pass the Joint Admission and Matriculation Examination to further their Education to higher institutions of learning nor become useful to themselves and the society. This also is evident in low literate youth population which could heighten youth restiveness, cultism, armed banditry, kidnapping, and insurgency to mention but a few. On the side of the nation, an ill-equipped youth population could become unemployable. However, it appears that the manner in which the teachers are being instructionally supervised, communicated and disciplined is quite worrisome in the study area. This is perceived from the fact that most administrators hardly engage in supervision strategies like checking teachers' lesson plan/notes and inspection of teachers' record keeping and assessment practices which consequently affects their job performance. The above situation is observed to be common in public secondary schools in Calabar South Local Government Area of Cross River State, Nigeria and deserves adequate solution. It is on the above backdrop that the researcher asks : To what extent does instructional supervision relates to teachers' job effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State of Nigeria?

Purpose of the study

The purpose of the study is to examine the extent to which instructional supervision relate to teachers' job effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State, Nigeria. Specifically, the study seeks to:

1. Determine the extent to which classroom visitation relate to teachers' job effectiveness in public secondary schools.
2. Find out the extent to which spot checks contribute to teachers' job effectiveness in public secondary schools.
3. Examine the extent to which lesson note supervision relate to teachers' job effectiveness in public secondary schools.

Research questions

The following research questions are raised to guide the study:

1. To what extent do classroom visitation relate to teachers' job effectiveness in public secondary schools?
2. To what extent does spot checks relate to teachers' job effectiveness in public secondary schools?
3. To what extent does lesson note supervision relate to teachers' job effectiveness in public secondary schools?

Statement of hypotheses

The following null hypotheses are formulated to direct the study.

1. Classroom visitation does not significantly relate to teachers' job effectiveness in public secondary schools.
2. Spot checks does not significantly relate to teachers' job effectiveness in public secondary schools
3. There is no significant relationship between lesson note supervision and teachers' job effectiveness in public secondary schools.

II. Methods

The study adopted the correlational research design in an attempt to find out the nature of the relationship between instructional supervision and teachers' job effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State.

The sampling technique used was the accidental sampling technique. This also known as convenience or opportunity sampling, is a non-probability sampling technique where participants are selected based on their easy accessibility and availability to the researcher. It is considered non-random because individuals are not chosen through a random process, but rather because they happen to be nearby or readily available. As such, the researcher made use of teachers who were available in the school at the time of administering the research instrument.

The study sample was made up of 45 teachers drawn from the 8 public secondary schools in the local government area

The instrument used for data collection for the study was titled "Instructional Supervision and Teachers' Job Effectiveness Questionnaire (ISTJEQ)." It was designed in a four point likert scale format.

Each variable is measured using four (4) items and each item has four options ranging from Strongly Agree (SA), Agree (A) to Disagree (D) and Strongly Disagree (SD). Section B consists of four (4) items in a four-point Likert scale, same as Section A to measure teachers' job effectiveness and has four options ranging from Highly Effective (HE), Effective (E) to Ineffective (I) and Highly Ineffective (HI).

III. Results

General description of research variables

The independent variable identified for the study was instructional supervision and the sub-variables identified under it were classroom visitation, lesson note supervision, spot checks. The dependent variable of the study was teachers' job effectiveness. Results of the descriptive analysis for all continuous variables are presented in Table 1.

Table 1
Summary of descriptive statistics for all continuous variables in the study

S/No	Variables	N	X	SD
1	Classroom visitation (x)	45	12.57	1.78
2	Lesson notes supervision (x)	45	12.90	1.92
3	Spot checks (x)	45	12.19	1.69
5	Teachers' job effectiveness (y)	45	13.86	1.35

Hypothesis one

There is no significant relationship between classroom visitation and teachers' job effectiveness. The independent variable of this hypothesis is classroom visitation while the dependent variable of this hypothesis is teachers' job effectiveness. The test statistic used in testing the hypothesis is Pearson, Product Moment Correlation Analysis. The results are presented in Table 2.

Table 2

Pearson Product Moment Correlation Analysis of the relationship between classroom visitation and teachers' job effectiveness (N=45)

Variables	X	SD	r
Classroom visitation (x)	12.57	1.78	
Teachers' job effectiveness (y)	13.86	1.35	.463*

* Significant at .05

Results of analysis in Table 3 show that the calculated r-value of .463, which was statistically significant. Based on this result, the null hypothesis was rejected and the alternate hypothesis was accepted. This means that, there is a significant relationship between classroom visitation and teachers' job effectiveness. That is, the higher the level of classroom visitation, the higher the level of teachers' job effectiveness in secondary schools in Calabar South Local Government Area tends to be.

Hypothesis two

There is no significant relationship between spot checks and teachers' job effectiveness. The independent variable of this hypothesis is spot checks while the dependent variable in this hypothesis is teachers' job effectiveness. The test statistic used in testing the hypothesis is Pearson's Product Moment Correlation Analysis. The results are presented in Table 4.

Table 4

Pearson product Moment Correlation Analysis of the relationship between spot checks and teachers' job effectiveness (N=45)

Variables	X	SD	r
Spot checks (x)	12.19	1.69	
Teachers' job effectiveness (y)	13.86	1.35	.446*

* Significant at .05

Results of analysis in Table 4 show that the calculated r-value of .446, which was statistically significant. Based on this result, the null hypothesis was rejected and the alternate hypothesis was accepted. This means that, there is a significant relationship between spot checks and teachers' job effectiveness. That is, the higher the level of spot checks, the higher the level of teachers' job effectiveness in secondary schools in Calabar South Local Government tends to be.

Hypothesis three

There is no significant relationship between Lesson note supervision and teachers' job effectiveness. The independent variable of this hypothesis is lesson note supervision while the dependent variable in this hypothesis is teachers' job effectiveness. The test statistic used in testing the hypothesis is Pearson's Product Moment Correlation Analysis. The results are presented in Table 5.

Table 5
Pearson product Moment Correlation Analysis of the relationship between checking of scheme of work and teachers' job effectiveness (N=45)

Variables	X	SD	r
Lesson note supervision (x)	12.42	1.59	
Teachers' job effectiveness (y)	13.86	1.35	
			.865*

*Significant at .05

Results of analysis in Table 4 show that the calculated r-value of .865, which was statistically significant. Based on this result, the null hypothesis was rejected and the alternate hypothesis was accepted. This means that, there is a significant relationship between lesson note supervision and teachers' job effectiveness. That is, the higher the level of lesson note supervision, the higher the level of teachers' job effectiveness in secondary schools in Calabar South Local Government tends to be.

IV. Conclusion

The study examined the influence of instructional supervision on secondary school teachers' effectiveness in Calabar South Local Government Area, Cross River State. Findings revealed that classroom visitation, spot checks and lesson note supervision by school supervisors play a great role in enhancing teacher effectiveness in schools. Regular classroom visits, spot checks, and lesson note supervision practices were found to motivate teachers, enhance adherence to curriculum standards, and foster professional growth.

Also, the study reveal that when supervisors adopt supportive and participatory approaches rather than fault-finding attitudes, teachers become more committed, confident, and productive in carrying out their instructional responsibilities.

Based on these findings, it is concluded that instructional supervision is an indispensable practice for improving teacher effectiveness and, by extension, the academic achievement of students. Therefore, educational stakeholders and school administrators should ensure that supervision is regular, supportive, and development-oriented. Continuous capacity-building programs for supervisors and teachers should also be prioritized to promote professional competence and sustain quality education in secondary schools within Calabar South and beyond.

V. Recommendations

Based on the result of this findings, it was recommended that.

1. Adequate time should be allotted for instructional supervision by school Principals.
2. Observations of lessons alone, without providing immediate feedback to the supervisee are not enough. There should be more discussions between supervisors and supervisees immediately after lesson observation so that even before the teacher receives the comprehensive report, he/she will improve on his/her weaknesses.
3. Seminar, workshops and conferences should be organized from time to time to update the school principals' knowledge on instructional supervision.
4. Instructional supervision should be scheduled, well-planned and frequently practiced.

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