

## **Variables Employed For Effective Supervision of Instruction for Quality Secondary Education in Cross River State, Nigeria**

Egwu Sarah O<sup>1</sup>; Basake Julius<sup>2</sup>; Mbah Blessing A.<sup>3</sup> and Emesini Nnenna<sup>4</sup>  
*Department of Educational Foundations, Ebonyi State University Abakaliki Ebonyi State<sup>1,2,3,4</sup>*

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**Abstract:** *This paper investigates the variables employed for effective supervision of instruction for quality secondary education in Cross River state, Nigeria. The descriptive survey design was adopted for the study. Two research questions and one null hypotheses, tested at 0.05 level of significance guided the study. The study population comprised 6,285 respondents, made up of 346 supervisors, 828 principals and 5,124 teachers. Adopting stratified random sampling technique, 40 percent of the supervisors, principals and teachers from the States were selected to give a total sample of 2,514 respondents. A researchers structured questionnaire tagged “Variables Employed for Effective Supervision of Instruction for Quality Secondary Education Questionnaire (VEESIQSEQ). was face validated by three experts, two from educational administration and planning and one from measurement and evaluation, all from Ebonyi sate University Abakaliki. The instrument was trial-tested on 20 respondents in Ebonyi state The reliability coefficients of the instrument were determined using Cronbach Alpha method. The yielded an overall results of 0.87., mean and standard deviation were used to answer research questions while . The null hypothesis was tested using t-test. The major findings include: Qualifications of supervisors of instruction and frequency of supervisory visits to secondary schools are key supervision of instruction variables that affect the quality of secondary. From the findings, the following recommendations are put forth, one of which is that Government should sponsor workshops, seminars, symposia and various in-service training programmes for the supervisors to update their knowledge and skills.*

**Keywords:** *variables employed, supervision instruction, quality secondary education*

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### **I. Introduction**

Over the years, education has universally been recognized as a powerful instrument for the development of the individual, the society and the nation at large. Thus, the Federal Republic of Nigeria (2013) in her National Policy on Education declared that the goals of secondary education are to prepare students for useful living in the society and equip them with the skills necessary for higher education. Specifically, the objectives of secondary education include: providing an increasing number of primary school pupils with the opportunity for education of a higher quality, irrespective of age, sex, social class, ethnic background, or religion; equip students to live effectively in our modern age of science and technology; project Nigerian culture, art and language as well as the world’s cultural heritage, among others (FRN, 2013). These laudable objectives can be achieved through adequate provision of fund, personnel, physical facilities and equipment as well as through effective, efficient and qualitative supervision of instruction.

Supervision is an administrative function which aims at assisting teachers to fulfill their function of effectively directing the educational development of children. Ogunu (2001) defined supervision as the art of overseeing the activities of teachers and other educational workers in a school system to ensure that they conform to the generally accepted principles and practices of education. Nwagwu (2003) described supervision as the activity, which is carried out with the purpose of making the teaching-learning process better for the learners. Oluwole (2007) maintained that supervision is seen as the process by which an educational leader ensures that tasks are carried out (by all line staff as well as pupils), and in such a way that teaching and learning get better all the time. In his own view, Obinaju (2001) stated that supervision is concerned with those particular activities which promote the effectiveness of teaching and learning in schools. The author further stated that supervision is the process of stimulating professional growth of teachers. It is a means of helping teachers to grow on the job. The Federal Republic of Nigeria (2013) saw supervision as a phase of school administration that ensures quality and continuous monitoring of instruction and other educational services.

A closer look at the various definitions reveals that the principal focus of supervision is the improvement of instruction through close monitoring of the classroom teacher who implements curriculum. In the opinion of Abah and Odeh (2012) supervision is a service rendered to teachers, with the aim of helping them understand and accept themselves, their abilities and interests, emotional make up and background preparation and assisting them set realistic goals for themselves.

From the above, the researcher perceived supervision as an integrated school activity involving specified resource persons designated as supervisors who watch over and monitor activities of principals, teachers and students as well as other educational workers in the school to ensure attainment of educational objectives.

Supervision of instruction may be internal or external. External supervision according to Obasi (2009) is the type in which a team of supervisors from Ministry of Education, Teaching Service Commission and Zonal Education Boards visit schools with the aim of checking teaching - learning activities, academic and administrative records. Their visits may be announced or unannounced. Ogbonnaya (2009) stated that the emphasis of external supervisors is on lesson plans, notes of lesson, scheme of work and students' registers to the utter neglect of co-curricular activities such as clubs, societies and sporting facilities in the schools.

Internal supervision, on the other hand, is the type of supervision that is done by the principals of schools or their vice principals or any other persons to whom principals may delegate to perform the supervisory duty. It is called internal supervision because the supervisor is a staff of the school. In principle, under this supervisory practice, the principal is expected to look into all sections of the school life. Thus it covers the school time table, time book, lesson plans, notes of lesson, teachers' attendance to classes, teachers' activities in the classrooms, students' notes and assignments done. Other records the principal as an internal supervisor is expected to check include students' academic records especially their continuous assessment records and dossiers, schemes of work, students registers, staff duty reports, school health and students discipline records (Obasi, 2009). The focus of this study is external supervision of instruction, as clearly shown on the research topic. The resource personnel are drawn from Federal/State Ministry of Education, Teaching Service Commission, and Zonal Education Board.

At this point, it is important to briefly discuss the present condition of supervision of instruction in secondary schools in Cross River state Nigeria. The positions of supervisors are by appointment by Ministry of Education officials. Ofojebe (2007) stated that supervisors are appointed from teachers on the basis of knowledge and experience to guide and direct teachers' instructional processes.

The author further observed that supervisors are appointed based on knowledge and experience, their areas of specialization notwithstanding; stressing that their prior knowledge and experience have adequately prepared them for supervision. In other words, the newly appointed supervisors were never given adequate orientation before sending them to the field. Ideally, supervisors should be leaders who are well skilled and competent in teaching skills, human relations skill, communication competencies and resource management abilities.

On a general note, it seems that most of the supervisors of instruction are university graduates in various fields of education. It appears that those without their first degrees in education acquired a post graduate diploma in education, which now qualified them to be appointed as supervisors. However, available records from the various State Ministries of Education seem to reveal that there were instances where Nigeria Certificate in Education holders with many years of teaching experience were appointed as supervisors of instruction. Furthermore, it appears that supervision of instruction in secondary schools is not evenly carried out in Cross River state Nigeria. Also, available records from Ministries of Education in the North-Central States seem to reveal that while the easily accessible schools were supervised the maximum of three times a term, the rural schools, especially where difficult terrains are involved were not supervised many times in a term or even not supervised at all in a school year.

On the frequency of supervisory visit to secondary schools, it is expected that every secondary school be supervised at least three times in a term. This mandatory three time supervisory visit per school in a term ought to be observed no matter the prevailing circumstances in the ministry and in the school. However, there seems to be insufficient number of supervisors of instruction in secondary schools in Cross River state Nigeria. This seems to militate against effective supervision of instruction not only in Cross River state Nigeria but throughout

Nigeria. This has been reported by scholars like Agude (2007) in his work on assessment of the supervisory roles of secondary school principals in education zone B of Benue State and Obasi (2009) who carried out a study on appraisal of supervision of instruction in secondary schools in South-East, Nigeria. The ultimate end appears to be ineffectiveness in secondary schools in all areas including administration, keeping of records and teaching and learning. There seems, in consequence, a decline in performance of teachers and students in secondary schools, as noted from the West African Senior School Certificate Examinations results analyzed by Nwala, Mbachu and Nnokam (2011). According to Nwala, et al (2011) between 2007 and 2011, the percentage of candidates who sat for the West African Senior School Certificate Examination (WASCE) and obtained five credits or more including English Language and Mathematics did not exceed thirty-one (31%) percent. This implies that between 2007 and 2011 less than 31% of the total candidates who applied for admission into tertiary institutions in Nigeria were qualified. This poor performance had been blamed on

ineffectiveness of supervision of instruction in secondary schools across the country by stakeholders in education.

Governments, organized public and private labour unions, education administrators and managers, employers of labour, teachers and parents as well as all other stakeholders in education industry complain of the decline in quality of education, especially at the secondary school level (Abah and Odeh, 2012). Shinyi (2010) had observed the poor performance of students in the senior school certificate examination as a clear evidence of failure on the part of supervision, which has resulted in the falling standard of education in Nigeria. The increasing rate of poor academic performance in examination by secondary school students in Nigeria has become a source of worry to many concerned citizens.

Presently, the supervisors of instruction in secondary schools adopt varied supervision techniques in carrying out their supervisory assignments in North- Central, Nigeria. While the soundly educated supervisors adopt friendly and productive supervision techniques in the performance of their duties, the story is not the same with the less educated. In other words, while the soundly educated supervisors adopt supervision techniques that enhance teachers' competencies and skills, the less educated supervisors adopt techniques that hinder teachers' professional growth. Some of the supervision techniques commonly practised by the supervisors include: demonstration technique, conference with the teacher, classroom visitation and group counseling.

At present, while supervisors are observing teachers in the classroom, the following areas are the focus of attention. These include: lesson plans, notes of lesson, mastery of subject matter, presentation, ability to stimulate and sustain interest of the students, teaching method, audibility and vocal expression, questioning skills, among others. It is important to note that the supervisors also do take account of students' activities in the classroom during teaching-learning process.

Having discussed the state of supervision of instruction in secondary schools in Cross River state Nigeria, it is important to introduce the variables to be investigated in the study. The variables of appraisal include qualification of supervisors of instruction, frequency of supervisory visit to secondary schools by supervisors, supervision techniques adopted by supervisors and areas that supervisors focus attention on while observing teachers in the classroom.

The Supervisors' guidelines published by Federal Ministry of Education (2009), spelt out the qualifications of personnel to be used as supervisors of instruction. The qualifications include possession of any of the following academic qualifications: university degree in any field of education, first degree in any field plus a post graduate diploma in education, first degree in educational administration/management, higher degree in educational administration and planning, and higher national diploma in any discipline plus a post-graduate diploma in education. For a staff to be appointed as a supervisor, such a staff must have put in not less than ten years in teaching. Other qualifications for supervisors include track record of previous and present performance as well as personal qualities (Appendix XIV A page 219).

On the frequency of supervisory visit to secondary schools, the Supervisors' guidelines declared that fundamentally, every secondary school should be visited, at least, three times in a term. The first visit to a secondary school is to monitor resumption of teachers and students after a break. This should take place within the first three weeks of resumption and takes a minimum of 30 minutes. The second visit to a secondary school is to check the totality of school life. In this, all aspects of school life are observed: corporate life, curriculum, school organization, library, teaching quality and standard, and facilities as well as staff. This may last a whole day. Finally, the third secondary school visit in a term, among other things, is to check work coverage by teachers and students.

Other aspects of school life are observed to ensure that minimum standard and quality is maintained (Appendix XIV B page 219).

In order to maintain quality and standard as well as accomplish the educational objectives effectively and efficiently, the Supervisors' guidelines clearly spelt out some supervision techniques to be used by supervisors of instruction. These include: demonstration teaching, classroom visitation, interschool visitation, micro-teaching, observation technique, conference with the teacher, counseling technique, group supervision, and evaluation technique (Appendix XIV C page 220).

On the areas that supervisors should focus attention on during classroom observation of a teacher, the Supervisors' guidelines spelt out the vital areas. These include: checking of teacher's lesson plan, note of lesson, observing teacher's teaching method, questioning skills, eloquence and audibility in class, sequence of lesson presentation, mastery of the subject matter, comportment and use of instructional materials. Other areas include checking the extent to which the teacher involves the students in the teaching-learning process, classroom management and control as well as chalkboard management (Appendix XIV D page 221). Obasi (2009) noted that students' possession of relevant learning materials such as English Language and Mathematics textbooks, basic science and technology as well as social studies textbooks for junior secondary students and biology, chemistry and physics textbooks for science students in the senior secondary section could receive attention during classroom observation of students. Thus, qualifications of supervisors of instruction, frequency of

supervisory visit to secondary schools, supervision techniques adopted by supervisors, and areas of focus when supervisors observe teachers in the classroom are appraised against the bench marks prescribed by the Enhance quality education

Secondary school is a formal organization established to accomplish specified educational goals. In other words, it serves as a bridge between primary and higher levels of education in Nigeria (Akpan, 2011). It is at the middle of the three levels of our educational system (Oti, 2007). It is the level of education where students study after completing their primary education and some get admitted into tertiary institutions. According to the Federal Republic of Nigeria (2009) in her National Policy on Education, secondary education is the education children receive after primary education and before the tertiary stage. Stressing further, the National Policy on Education pointed out that the functions of secondary education, among others, are to prepare the individuals for useful living within the society and for higher education. For secondary schools to accomplish these tasks, supervision of instruction is imperative.

Further, Olibie (2006) noted that most school supervisors are deficient in a range of supervisory competencies. Furthermore, Igwebuikwe (2003) also reported that most often, supervisors fail to improve teacher's performance in schools simply because of a mismatch between the supervisory competencies possessed by supervisors and the competencies needed for effective supervision. It is against this backdrop that the researcher decided to undertake this study, to appraise the extent to which supervisors of instruction in secondary schools enhance quality of education

This study is considered necessary because the supervisory practice in Cross River state Nigeria has not received attention by researchers. In other words, no studies have ever been conducted on appraisal of supervision of instruction in secondary schools in Cross River state Nigeria. The contributions of supervisory practice in enhancing quality education in Cross River state Nigeria, make Cross River state Nigeria most appropriate for this study

### **Research Questions**

The following research questions guided the study.

2. To what extent is the frequency of supervisory visits to secondary schools enhance quality education in Cross River state
3. To what extent are supervision techniques adopted by supervisors of instruction within enhance quality education i in Cross River state

### **Hypotheses**

The There is no significant difference in the mean ratings of supervisors, principals and teachers on the extent frequency of supervisory visits to secondary schools enhance quality education in Cross River state

**Methodology** The design for this study is the descriptive survey. A descriptive survey design involves collection of data from a small sample of a large population to enable the researcher to describe and interpret in a systematic manner the characteristic features and facts about things that exist in the population without manipulation (Abonyi, Okereke, Omebe and Anugwo, 2006).

The target population for this study consisted of 11,285 subjects, made up of 678 supervisors, 1,228 principals and 9,397 teachers of secondary schools in Cross River state

The total sample for the study is 2297 respondents, made up of 148 supervisors, 252 principals and 1897 teachers. Stratified random sampling technique was used to generate the required sample.

The instrument for data collection was the researchers developed instrument tagged Variables Employed for Effective Supervision of Instruction for Quality Secondary Education Questionnaire "(VEESIQSEQ). was face validated by three experts, two from educational administration and planning and one from measurement and evaluation, all from Ebonyi sate University Abakaliki. The instrument was trial-tested on 20 respondents in Ebonyi state The reliability coefficients of the instrument were determined using Cronbach Alpha method. The yielded an overall results of 0.87., mean and standard deviation were used to answer research questions

The researcher, with the aid of four research assistants who were well instructed on research instrument administration, administer the instrument at the four educational zones

Mean and standard deviation were used to answer research questions

**Table 1 Mean ratings of supervisors, principals, and teachers on the extent the frequency of supervisory visit to secondary schools enhance quality education**

s/no	items	X	SD	D
	secondary schools Principals are supervised a Teachers many times as possible in a term.	2.69	1.21	GE
	Schools are visited Supervisors Between the first Principals And third week of Teachers resumption.	3.04	1.10	GE
	Supervisors' visit to Supervisors schools are comprehensive in Principals nature. Teachers Additional visits to Supervisor s government Principals approved but Teachers non-grant aided schools are carried at any time	2.80	.87	GE
	Some visits are Supervisors essentially to check Principals work coverage by Teachers teachers and students.	3.13	.95	GE
	Some visits are Supervisors basically to monitor Principals teachers and students Teachers return to schools after holiday.	3.08	1.00	GE
	Some schools are Supervisors visited essentially Principals to grant approval Teachers for external Exams such as NECO, SSCE and WASCE.	3.28	.96	GE
	Some schools are Supervisors supervised to monitor Principals physical facilities and Teachers teaching materials existence3.	11	.99	GE

Cluster C mean Supervisors  
Total 2204 2.98 .68 GE

**Table 1:** Presents the mean ratings of supervisors, principals and teachers on the frequency of supervisory visit to secondary schools within Cross River state Nigeria. Results on the table reveal that the mean ratings of supervisors, principals and teachers maintained that to a great extent the frequency of supervisory visit to secondary schools within Cross River state Nigeria is in line with Enhence quality education

Data on the table indicate that supervisors, principals and teachers responded that the frequency of supervisory visit to secondary schools for purposes of supervision within Cross River state Nigeria is to a great extent enhance quality education. To the items, government approved grant aided secondary schools are supervised at least three times in a term, non-grant-aided secondary schools are supervised as many times as possible in a term, schools are visited between the first and third week of resumption and supervisors' visits to schools are comprehensive in nature, supervisors, principals and teachers responded to a great extent as shown by the mean ratings ranging from 2.60 to 3.18 and standard deviations ranging from 0.84 to 1.21.

**Table 2 Mean ratings of respondents on the extent supervision techniques adopted by supervisors enhance quality education .**

s/no	items	X	SD	D
	Classroom visitation is undertaken to witness teachers and students in teachin learning process	3.28	.98	GE
10.	Supervisors undertake conference with teachers after classroom	3.00	.95	GE
11.	Supervisors at times embark on inter school visitation to monitor teaching learning process.	2.38	1.12	LE
12.	Supervisor at times adopts observation technique to enhance teacher effectiveness.	2.92	1.01	GE
13.	Supervisors undertake Group supervisory techniques to enhance teachers effectiveness.	2.96	1.01	GE
14.	Supervisors at times adopt micro-teaching techniques to improve upon teachers job performan	2.30	1.16	LE
15.	Counseling supervisor model is undertaken to enhance teachers' Job performance	3.18	.97	GE
16.	Skills trainings supervisor model enhances teachers' effectiveness in teaching.	3.18	.97	GE
17	Supervisors embark on evaluation as a supervisory techniques to improve teachers performance.	3.04	.99	GE

Table 2 presents the mean ratings of supervisors, principals and teachers on the extent supervision techniques adopted by supervisors of instruction in carrying out their assignments enhance quality education secondary schools within Cross River state Nigeria. A closer look at the table shows that supervisors, principals and teachers responded to a great extent to the items, classroom visitation is undertaken to witness teachers and

in action, supervisors employ demonstration technique to improve teachers' teaching, and supervisors undertake conference with teachers after classroom visitation to improve teachers' competence. This is shown by supervisors, principals and teachers' mean ratings ranging from 2.69 to 3.39 and standard deviations ranging from 0.90 to 1.08. To the items, supervisors embark on inter-school visitation to monitor teaching-learning process, supervisors responded to a great extent, while principals and teachers responded to a less extent as shown by mean ratings of 2.52, 2.09 and 2.44 for supervisors, principals and teachers, respectively. The views of the supervisors, principals and teachers are also revealed in their standard deviations of 0.99, 1.15 and 1.12 for supervisors, principals and teachers, respectively.

**Table 3 Mean ratings of respondents on the extent areas of focus by supervisors enhance quality assurance**

S/N O ITEM STATEMENT STATUS OF RESPONDENT	X	SD	Dec
18 Supervisors observe teachers communication skills in the class while teaching.	2.31	.95	LE
19. Supervisors observe teachers' mastery of the subject taught in class while teaching	2.28	.93	LE
20 Supervisors observe teachers' audibility in class while teaching.	2.22	.91	LE
21 . Supervisors observe teachers' comportment and flow of thought while teaching.	2.90	.87	GE
22. Supervisors observe teachers' questioning skills and use of instructional materials while teaching	2.13	.96	LE
36. Supervisors observe teachers' classroom management control while teaching.	2.12	.89	LE
23. Supervisors observe teachers' self confidence in class while teaching.	2.13	.94	LE
38. Supervisors observe teachers' use of chalk board and instructional materials while teaching	2.14	.94	LE
39. Supervisors observe teachers' involvement of students in the teaching learning process.	2.12	.92	LE

Table 8 presents the mean ratings of supervisors, principals and teachers on the extent areas of focus by supervisors are in line with Quality education A close look at the table shows that the supervisors, principals and teachers responded that areas of focus by supervisors are to a less extent in line with Enhance quality education For example, to the items: supervisors observed teachers' communication skills in the class while teaching, supervisors observe teachers' mastery of the subject taught in class while teaching, and supervisors observe teachers' audibility in class while teaching, supervisors, principals and teachers unanimously responded that the areas of focus by supervisors are to a less extent in line with Supervisors guidelines. This is revealed by their mean ratings ranging between 2.21 and 2.46 and standard deviations ranging between 0.87 and 1.06.

## II. Discussions

To what extent is the frequency of supervisory visit to secondary schools for supervision enhance quality education in Cross River state Nigeria The finding that the frequency of supervisory visit to secondary schools is to a great extent enhance quality education. This is because the frequency or regularity of supervisory visits to secondary schools is not the same throughout the states or even throughout the entire Cross River state Nigeria.

Within Cross River state Nigeria, some states carry out supervision of instruction more frequently than others. In the same vein, within state while secondary schools located in urban areas which are more accessible are visited more frequently, sometimes more than the mandatory three times per term, secondary schools located in the rural areas which are less accessible are less frequently visited by supervisors.

This finding is contrary to earlier research findings in various parts of the. For example, Egah (2004) found out that gross inadequacy in the number of supervisory personnel had hampered effective and qualitative supervision of schools that some schools are without supervision in an academic year. Similarly, the finding of

Chike-Okoli (2009) was at divergence with this result. Chike-Okoli (2009) found out that it is difficult for any government to provide sufficient number of supervisors to ensure adequate and regular supervision of instruction in secondary schools. However, the finding that supervisors of instruction to a great extent visit secondary schools for purposes of supervision in line with the approved guidelines remained a proven fact. It also shows that supervisors understand the importance of regular visit to secondary schools for purposes of supervision of instruction. It is obvious that teachers will not do their jobs effectively when they are not regularly and effectively supervised. Where teachers are not supervised, they become indolent (lazy) and the teaching-learning process will obviously be adversely affected. It should be emphasized that the quality of supervisory staff determines the quality of performance which results in organizational effectiveness and efficiency.

To what extent are supervision techniques adopted by supervisors enhance quality education The finding that supervisors to a great extent adopt supervision techniques enhance quality education guidelines in carrying through supervisory assignments in secondary schools is in line with real life situation. This is because of a shift from the traditional supervision to modern supervision, which has resulted in improvement in instruction in secondary schools. This finding is in agreement with earlier research findings including those of Agwu (2002) and Nwankwo (2008). Agwu (2002) in his study found out that the application of approved supervision techniques by supervisors in carrying out their functions resulted in administrative effectiveness as well as teaching and learning enhancement in secondary schools. So, supervisors according to him adopt the recommended techniques in supervision of instruction in secondary schools.

The guideline emphasizes the adoption of different techniques of supervision including classroom visitation, observation, conferences with teachers, group supervision, the counseling model and the skill training model. The fact that these techniques are often adopted suggests that supervisors are aware of their importance in the improvement of the teaching-learning process. According to Nwankwo, Emeka and Anichukwu (2010), the regular use of recommended supervision techniques give room for the supervisors to study the nature and quality of students' learning and the means by which the teachers guide and direct it. The researchers further found out that these techniques of supervision are beneficial to both teachers and students because while they improve teachers' pedagogical skills and competencies, they also enhance students' learning.

To what extent are the areas of focus by supervisors enhance quality education The finding that supervisors to a less extent adhere to areas of focus while observing teachers in the classroom during supervision of instruction in secondary schools is contrary to expectation. This is because, the supervisors and the teachers are fully aware that it is what transpired in the classroom, between the teachers and the students, that determines the effectiveness of teaching and learning. Similarly, the accomplishment of secondary educational objectives is a function of strict adherence to these guidelines by supervisors of instruction. In other words, it is the sole duty of the supervisors to ensure strict adherence to all areas of focus while observing teachers in the classroom during supervision of instruction in secondary schools.

This finding is in disagreement with earlier research findings. For example, Uveryol (2012) discovered that observation of teachers' activities in the classroom in accordance with approved guidelines is very crucial for effective teaching and learning in secondary schools. According to him, monitoring of what the teacher does in the classroom by the supervisor is important if the objectives of secondary education are to be achieved. Also, the result of Akudo's (2007) work disagrees with this finding. He found out that regular observation of teachers in the classroom had positive significant influence on teachers' effectiveness in primary schools. Still in disagreement, Tortyom (2004) found out that principals' irregular classroom observation of teachers had negative significant impact on their teaching effectiveness and competence in secondary schools. Other earlier findings that disagreed with this result include: Ibeneme (2008) and Shinyi (2010). Ibeneme (2008) found out that classroom observation of teachers had significant impact on effectiveness of teaching and learning in secondary schools. Furthermore, Shinyi (2010) discovered that supervisors' observation of teachers in the classroom in adherence to the guidelines had positive significant effect on students' academic performance in secondary schools. The finding that supervisors to a less extent adhere to areas of focus while observing teachers in the classroom during supervision contradicts the emphasis placed on classroom observation of teachers by Ministry of Education officials.

### **III. Conclusions**

Based on the findings of the study, the following conclusions were drawn. Supervisors of instruction in secondary schools adhered to a very great extent to the Supervisors' guidelines as it relates to qualifications of supervisors of instruction in line with the approved guidelines. In addition to complying with the approved guidelines on qualifications of supervisors, supervisors were allowed to attend workshops, seminars, symposia and in-service training programmes as well as granting of study leave with pay or study leave without pay. All these efforts are aimed at making the supervisors educationally and professionally qualified for their supervisory assignments.

As regards the frequency of supervisory visits to secondary schools, supervisors to a great extent visit secondary schools in line with Supervisors' guidelines. Although supervisors to a great extent pay supervisory visits to schools, yet some remotely located secondary schools were less frequently visited. Hence, they need to do better by ensuring that all secondary schools are visited in line with the recommended three times visit per school in a term.

Concerning adoption of supervision techniques approved by guidelines, supervisors to a great extent adhered to approved supervision techniques in carrying out their assignments in secondary schools. The adoption of approved supervision techniques by supervisors has removed teachers' negative perception of supervision of instruction. However, there is still need for improvement for better results.

As regards adherence to approved guidelines on areas of focus when supervisors observe teachers in the classroom, supervisors adhered to a less extent.

The less extent of supervisors' adherence to approved guidelines on areas of focus when supervisors observe teachers in the classroom has been blamed for the persistent decline in the performance of teachers and students in secondary schools. This implies that supervisors need to improve on their practices for better results.

#### **IV. Recommendations**

Based on the findings and the educational implications arising from the findings, the researcher recommends as follows:

1. Supervisors of instruction should be motivated much more so that they can of very great extent visit secondary schools in line with the Supervisors' guidelines to enhance quality education
2. It is recommended that supervisors should to a very great extent strictly comply with the Supervisors' guidelines to eradicate the educational backwardness in other to ensure quality education in Cross River state Nigeria.
3. Government should sponsor workshops, seminars, symposia and various in-service training programmes for the supervisors to up-date their knowledge and skills.

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