

Instructional Supervisory Practices and Teachers' Role Effectiveness in Public Secondary Schools in Calabar South Local Government Area of Cross River State, Nigeria

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Abstract

The study investigated the relationship between instructional supervisory practices and teachers' role effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State. Two null hypotheses were formulated to guide the study. Ex-post facto research design was adopted for the study. The population of the study comprises all public secondary school principals and teachers in the study area. There are a total of six (6) principals and four hundred and thirty-three (433) teachers. Simple random sampling technique was used to select one hundred and ninety-five (195) teachers from six (6) public secondary schools. A well structured questionnaire tagged "Instructional Supervisory Practices Questionnaire (ISPQ) and Teachers' Role Effectiveness Questionnaire (TREQ)" were used for data collection. The results of the analysis revealed that there was a significant positive relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness. The result also revealed that, there was a significant positive relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness. It was concluded that a closer, regular and continuous instructional supervisory practice rather than snappy, unscheduled and partial supervision is what is urgently needed especially now that a lot of changes have been introduced into the school curriculum. It was recommended among others that Government through the Ministry of Education should organize training programmes for principals as well as teachers on the need for effective instructional supervision.

Keywords: Principals, Instructional Supervisory Practices, Teachers' Role Effectiveness, Classroom Observation, Checking of Teachers' Lesson Notes, Teachers.

1. Introduction

The importance of education as a veritable tool for the socio-economic and political development of a nation was re-iterated in the Federal Republic of Nigeria (FRN, 2008) in which the Federal Government of Nigeria referred to education as an instrument for national development and social change. It also pointed out that no education system can rise above the quality of teachers in the system. This is the reason that government invests heavily in the education of her citizens. Over the decades, schools are becoming increasingly complex partly because of the sophistication of technology and diversification of goals, coupled with the nature of teachers' tasks and patterns of the organizational structure. These factors seemed to make instructional supervision vital in Nigerian schools.

Teachers play a crucial role in ascertaining whether or not the desired educational results have been achieved. Observations over the past decade showed that the enthusiasm and devotion of teachers to their duty in schools are no longer the traits that characterized the teaching profession. Teachers have in recent times manifested unwholesome attitude toward discharging their duties. They go late to school, exhibit rudeness to school authority and trade at the expense of teaching. When they teach, they manifest poor knowledge of their subject areas, do not provide regular assessments for students nor keep proper students' performance records, show laxity to duties and cases of indiscipline has continually caused setbacks not only to the attainment of educational objectives, but also to the kind of education provided to the students (Isaac, Haastrup & Osalusi, 2010).

The perceived ineffectiveness of teachers in the performance of their duties in secondary schools in the country could be attributed to several factors. This study however, is restricted to the instructional supervisory practices of principals as a potent factor in teachers' role effectiveness. If teachers are not well supervised, effectiveness in instruction will be adversely affected and the instructional purposes may not be well realized. This may also lead to low quality of instruction and invariably, teachers' lack of commitment to their job which results to ineffectiveness in schools. Peretomode (2001) posited that for teachers to perform their teaching duties effectively, the principals must always check their lesson notes to ascertain whether the content was effectively covered in the lesson notes. He maintained that if principals supervised teachers' lesson note regularly, it would enhance teachers' performance in the classrooms.

The development of a lesson note serves as a road map to effective teaching. Robertson (2000) stated that a lesson note helped the teacher to have focus during teaching and that anyone who taught without lesson note would be handicapped in the teaching-learning environment. Teachers were therefore expected to take adequate care when writing their lesson notes while the unit heads, who were their immediate supervisors,

needed to be concurrent in checking their lesson notes to make them more responsible to their duties.

In the school system, it is the responsibility of the school head to develop and maintain teachers' competence. The instructional supervisory activities by the school head include: checking of teachers' lesson notes, scheme of work, pupils' notes, teachers' punctuality, teachers' regularity in class, classroom observation, demonstration, conferencing, workshop, micro-teaching, moderation of examination question papers and moderation of marking schemes among others. To carry out these tasks, the school head must have supervisory capacity to enforce this task and also encourage the teachers to utilize their talents when necessary so that at the end, instruction and instructional procedures can be improved.

Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Peretomode, 2001). Teachers, whether new or old on the job need necessary support in implementing the instructional programmes. Principals as school heads therefore, need to provide this support to teachers, they have to be involved in the implementation of instructional programmes by overseeing what teachers are doing with the students.

One of the major causes of poor academic performance among students can be ineffective instructional supervisory practices. Charles, Chris and Kosgei (2012) suggests that head teachers need to effectively supervise teachers by ensuring that: they are observed regularly; lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly. Effective instructional supervision aids head teachers in coordinating, improving and maintaining high teaching and learning standards in schools.

The research work of Sule, Arop and Alade (2012) on principal's classroom visitation and inspection, and teachers' job performance in Akwa-Ibom State, Nigeria revealed that that principal's classroom visitation strategy, and inspection of lesson notes strategy each significantly influenced teachers' job performance. They recommended that regular supervision which must include classroom visitation strategy and inspection of lesson notes strategy be organized by government to enhance teachers' job performance.

The research work of Alimi and Akinfolarin (2012) on the impact of selected modes of instructional supervision activities on students' academic performance in senior secondary schools in Ondo State, Nigeria revealed that there were significant relationships of checking of students' notes, class visitations/observation, checking of teachers' punctuality and attendance and moderation of examination questions and marking scheme on students' academic performance in senior secondary schools in Ondo State.

When teachers are not well supervised, effectiveness in instruction will be adversely affected and the instructional purposes may not be well realized. Negligence in the improvement of instruction through improper instructional supervisory practices by school heads may go on without being detected. This may lead to low quality of instruction and invariably teachers' lack of commitment to their job (Nakpodia, 2011). Nowadays, parents and guardians of students in Calabar South Local Government Area of Cross River State are becoming more curious about the kind of education given to their children and wards. Quite often, they show their concern by demanding that the school should teach better than in the past.

However, this study was motivated by the fact that if qualitative education is seriously desired in public secondary schools, instructional supervisory practices of school heads and teachers' role effectiveness (lesson presentation and use of instructional materials) have to be accorded high priority. Instructional supervisory practices help the school heads assist in improving classroom instructions because teachers are made more competent and efficient, parents will be satisfied with the performance of their children. It is against this background that the researchers aimed at assessing the relationship that exists between instructional supervisory practices and teachers' role effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State, Nigeria.

2. Statement of the problem

The fact that people at all levels believe that the quality of education has fallen, an indication that education is in crisis, is enough food for thought for teaching profession. Accusing fingers from different quarters are pointed to ineffectiveness of teachers as they execute their daily duties and poor instructional supervisory practices by school heads. The mass failure of students in public examinations has no doubt made parents lost confidence in the ability of the public schools to produce good products.

Admittedly, no educational system is problem free. However, the decay in Nigerian secondary educational system is becoming embarrassing in that the results of May/June 2014 West Africa Senior School Certificate Examination (WASCE) released by West Africa Examination Council (WAEC) revealed that a total of 529,425 candidates representing 31.28% obtained credits in five (5) subjects and above, including English Language and Mathematics. This could be as a result of poor supervisory practices of school heads and

ineffectiveness of teachers in their role performance.

In public secondary schools in Calabar South Local Government Area, it has been observed that some school heads as instructional supervisors have tended not to have devoted adequate time to the supervision of instruction, including the inspection of teachers' lesson notes – the very steering wheel for driving lesson delivery. The situation is so bad that teachers write out just anything as lesson notes without adequate checking of the notes for positive pedagogical results, poor classroom instruction, poor evaluation of students' performance during and at the end of the term, inappropriate adoption of teaching methods, poor use of teaching aids, poor supervision of students' extracurricular activities among others.

The problem of this study therefore is: to what extent does instructional supervisory practices relate to teachers' role effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State, Nigeria?

3. Purpose of the study

The main purpose of this study is to investigate the relationship between instructional supervisory practices and teachers' role effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State.

Specifically, the study will aim at determining:

1. The relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness.
2. The relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness.

4. Statement of hypotheses

1. There is no significant relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness.
2. There is no significant relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness.

5. Methodology

The research design that was adopted for this study is the ex-post facto design. The population of the study comprised all principals and teachers in public secondary schools in Calabar South Local Government Area of Cross River State. There are 6 principals and 433 teachers in public secondary schools. The sample of 195 teachers was drawn from public secondary schools through simple random sampling technique. The instruments used for this study were a 4-point Likert scale questionnaire titled "Instructional Supervisory Practices Questionnaire (ISPQ) and Teachers' Role Effectiveness Questionnaire (TREQ)". ISPQ consists of 2 parts: Part A was concerned with information on demographic variables such as: Gender and Educational qualification of respondents; Part B consists of items designed to measure instructional supervisory practices of principals while TREQ consists of items designed to measure teachers' role effectiveness. The instruments were validated using face validity method. The reliability of the instruments was ascertained by using split half reliability method. The data collected from both questionnaires were divided into two halves using odd and even numbers. Pearson's Product Moment Correlation analysis was applied to determine the correlation coefficient. The coefficient was found to be .78 and .69 using the Spearman Brown Prophecy formula. The questionnaires were administered to the respondents and all were returned completely filled. Pearson's product Moment Correlation analysis was used for data analysis.

6. Results

Hypothesis one: There is no significant relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness.

Table 1

Result of Pearson's Product Moment Correlation analysis on the relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness.

N = 195

Variables	\bar{X}	SD	R
Instructional supervisory practice of classroom observation	18.60	1.66	
teachers' role effectiveness in lesson presentation	17.74	1.68	.256*
teachers' role effectiveness in use of instructional materials	16.44	1.36	.258*

Significant at .05; critical r = .135; df = 193

The result of Table 1 showed that there is a significant positive relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness $r(193) = .256, .258, p < .05$.

Hypothesis two: There is no significant relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness.

Table 2
Result of Pearson's Product Moment Correlation analysis on the relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness.

N = 195

Variables	\bar{X}	SD	R
Instructional supervisory practice of checking of teachers' lesson notes	19.44	1.65	
teachers' role effectiveness in lesson presentation	17.74	1.68	.265*
teachers' role effectiveness in use of instructional materials	16.44	1.36	.254*

*Significant at .05; critical $r = .135; df = 193$

The result of Table 2 showed that there is a significant positive relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness $r(193) = .265, .254, p < .05$.

7. Discussions

The finding of the study revealed that there is a significant positive relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness. This is corroborated by the view of Charles, Chris and Kosgei (2012) who suggested that head teachers need to effectively supervise teachers by ensuring that: they are observed regularly; lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly. In the same vein, Sule, Arop and Alade (2012) recommended that regular supervision which must include classroom visitation strategy and inspection of lesson notes strategy be organized by government to enhance teachers' job performance.

The finding further revealed that there is a significant positive relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness. This is supported by the view of Peretomode (2001) who posited that for teachers to perform their teaching duties effectively, the principals must always check their lesson notes to ascertain whether the content was effectively covered in the lesson notes. Robertson (2000) also stated that a lesson note helped the teacher to have focus during teaching and that anyone who taught without lesson note would be handicapped in the teaching-learning environment.

8. Conclusion

Instructional supervision requires the principal to oversee, assess, evaluate and direct teachers to ensure that the school is meeting its goals. A closer, regular and continuous instructional supervisory practice rather than snappy, unscheduled and partial supervision is what is urgently needed especially now that a lot of changes have been introduced into the school curriculum. It follows then that, the instructional supervisory practices as identified in this study should be effectively utilized by principals for effective teaching-learning process geared towards attaining the goals of secondary education in Calabar South Local Government Area of Cross River State.

9. Recommendations

The following recommendations were made in this study.

- Government through the Ministry of Education should organize training programmes for principals as well as teachers on the need for effective instructional supervision in order to enhance teachers' role effectiveness.
- Teachers' lesson notes should be checked regularly and areas that need to be corrected should be pointed out. This would help to improve their role effectiveness in secondary schools.
- Principals should intensify instructional supervision via regular classroom observation.
- Principals should ensure that they sponsor teachers to field trips regularly as this could enhance their knowledge.

10. References

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