INFLUENCE OF CLASSROOM SUPERVISION ON TEACHERS' EFFECTIVENESS IN SECONDARY SCHOOLS IN ENUGU STATE

AGUSIOBO, HILDA CHINEZE[1*] AND OKONKWO, KEVIN UGOCHUKWU[1]

[1]Department of Educational Foundations, Godfrey Okoye University, Enugu, Enugu State, Nigeria.

AUTHORS' CONTRIBUTIONS

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

Original Research Article

ABSTRACT

This study investigated the role of classroom supervision on teachers' effectiveness in secondary schools in Enugu State. The population of the study comprised all 3,700 teachers in the 85 public secondary schools of Enugu and Awgu education zones. The sample was made up of 198 teachers from six secondary schools drawn through stratified random sampling technique. The study adopted a descriptive survey design. The instrument for data collection was Role of Classroom Supervision on Teachers' Effectiveness Questionnaire (RCSTE). Two research questions and two null hypotheses were formulated. The research questions were answered using mean and standard deviation while t-test was used to test the hypotheses at 0.05 level of significance. The major findings showed that classroom observation by supervisors influences to a great extent teachers' effectiveness and that checking of teachers' professional documents by classroom supervisors also influences to a great extent teachers' effectiveness. The opinions of male and female teachers did not differ significantly with regard to the role of classroom supervision on their effectiveness. The opinions of experienced teachers and inexperienced teachers did not differ significantly with regard to the role of classroom supervision on their effectiveness. Based on the findings, it was recommended that deputies and HODs in secondary schools should assist principals in carrying out classroom supervision; the state government should recruit more trained and qualified classroom supervisors and they should all be sensitized to perform their duties as helpers to teachers and not critics.

Keywords: Supervision; instruction; classroom observation; teachers' effectiveness.

1. INTRODUCTION

According to the National Policy on Education, education is an instrument "par excellence" which is important for effecting national development [1]

Ikegbusi and Iheanacho [2] support this assertion by stating that education is the bedrock of any nations' socio-economic, cultural, religious and political development. Oyedeji [3] opined that attainment of a high level of 'academic excellence' which entails the

inculcation of the right type of knowledge, skills, values and attitudes to the learners to enable them function efficiently within the society, and ensure societal survival. A major way to achieve this Nwogbo and Okeke [4] observed is through disciplined and committed teachers. lkegbusi [5] further observed that if teachers are to be highly disciplined, and achieve high productivity in the education sector, classroom supervision in schools must be implemented.

Scholars in the field of supervision have presented many definitions for supervision. Bernard and Goodyear [6] conceptualize supervision as:

> an intervention provided by a more senior member of a profession to a more junior colleague or colleagues who typically (but not always) are members of the same profession. This relationship is evaluative and hierarchical, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered ...; and serving as a gatekeeper for the particular profession the supervisee seeks to enter.

Hammond and O'Donovan [7] noted that the above definition is formal and widely accepted.

Instruction can be referred to as teaching, coaching, tutoring, training, lessons, or education. According to Adesina [8] it is an activity which consists of actions intended to induce learning through the conscious and deliberate effort by an experienced person to impart knowledge, information, skills, attitudes and beliefs to an immature or less experienced individual. Ozano [9] views instruction as the systematic presentation of facts, ideas, skills and techniques to students. It involves the sharing of knowledge in the process of developing the individual. Instruction is the purposeful direction of the learning process.

Classroom supervision according to Akinfolarin, Babalola and Aladetan [10], is the process of overseeing the work of teachers with the aim of assisting them to solve their classroom problems so that students can benefit maximally from classroom activities. For Ogba and Igu [11], supervision of instruction has been identified as one of the approaches to teacher effectiveness. Ogbo [12] defined supervision of instruction as the maximum development of the teacher into the most professionally efficient and effective person he or she is capable of becoming. For effective supervision of instruction, the supervisor must pay attention to

classroom observation and checking of professional documents to enhance teachers' effectiveness and academic growth.

Classroom observation is perceived in this study as a session between a teacher and the supervisor (internal or external) with the supervisor taking note of the strengths and challenges faced by the teachers in classroom process with a view of improving it. The principal is an internal supervisor in secondary school and Dipaola and Hoy [13] noted that they should spend considerable time in classrooms observing teaching and learning. The external supervisors are also important links in classroom observation. External supervisors are government and delegated agents who conduct external supervision. Walker [14] was of the opinion that external supervision is more effective in promoting teacher classroom achievements in schools. According to Olembo, Wanga and Karagu [15], supervision concerns the tactics of efficient and proper management of personnel and their aspects of administration that are in line with the goal of the administration.

Some of the professional documents checked during classroom observation include: attendance register, teachers' lesson plan or notes, mark books, students' cumulative books, etc. Alimi and Akinfolarin [16] revealed that checking students' notes, teachers' punctuality and attendance, examination questions and marking scheme has a significant impact on teachers' job and students' academic performance during classroom observation. Effective classroom observation leads to teacher effectiveness.

Teacher effectiveness from the view of Strong, Ward and Grant [17] include these four dimensions: classroom effectiveness, uses of assessment for student learning, positive learning environment, and personal quality of the teacher. Classroom effectiveness is the major concern of teachers, students and supervisors. The studies of Aina and Adedo [18], Orji [19], Ceylum and Erodogan [20] and Nugent [21], revealed that the four dimensions are apt for teacher effectiveness.

Some studies on classroom supervision such as works of Usman [22], Onuma [23], and Ikegbusi and Eziamaka [9] showed that supervision of instruction enables the ability and qualities of individual teachers to be identified and individual potentials developed, and academic achievement enhanced.

It is worthy to note also that a growing body of evidence has suggested that schools can make a great difference in terms of students' performance and a

substantial portion of that difference may be attributed to teachers aided by classroom supervision.

1.1 Statement of the Problem

The problem of this study is the low academic performance of students in SSCE conducted by the West African Examination Council (WAEC) and National Examination Council (NECO). For instance, in 2012, 2013, 2014 and 2015, the averages of candidates in SSCE conducted by WAEC, were 38.81%, 38.30%, 31.28% and 38.68% respectively [24]. In 2016 and 2017, the average improved at 52.97% and 59.22% respectively [25]. Even with the improvement in average, statistics shows that the performance of students is unacceptable. These low performance percentiles no doubt, may be a reflection of the classroom task performance of the teacher, and does bear enough basis to question the competence and effectiveness of teachers in the secondary level of education in Nigeria. This study therefore investigated the influence of classroom supervision on teachers' effectiveness in secondary schools in Enugu State.

1.2 Scope of the Study

The study covered how classroom supervision and checking professional documents by supervisors influence teachers' effectiveness in secondary schools in Enugu State.

1.3 Purpose of the Study

The major purpose of this study is to investigate the influence of supervision on teachers' effectiveness in secondary schools in Enugu State.

Specifically, the study investigated;

1. The extent to which male and female teachers agree that supervisors' classroom observation influences teachers' effectiveness.
2. The extent to which experienced and inexperience teachers agree on the influence of classroom supervision on teachers' effectiveness

1.4 Research Questions

The following research questions were constructed to guide the study:

1. To what extent do male and female teachers agree that supervisors' classroom observations influence teachers' effectiveness in secondary schools in Enugu State?
2. To what extent do experienced and inexperienced teachers agree on the influence of classroom supervision on teachers' effectiveness?

1.5 Hypotheses

The following hypotheses guided the study:

1. There is no significant difference between the mean scores of male and female teachers on how they agree on the influence of classroom supervision on teachers' effectiveness.
2. There is no significant difference between the mean scores of experienced and inexperienced teachers on how they agree on the influence of classroom supervision on teachers' effectiveness.

2. METHODOLOGY

The study adopted a descriptive survey research design. This design was considered suitable because opinion of the sampled population to infer the opinion of the entire population. This study was conducted in Enugu State, which consists of six education zones namely Enugu, Agbani, Awgu, Udi, Nsukka and Obollo-afor. Enugu State is in the south-east, and one of the 36 states that make up the Federal Republic of Nigeria. The population of the study comprises the 3,700 teachers in the 85 public secondary schools of Enugu and Awgu education zones sampled from the six education zones in Enugu State. 2,565 are from Enugu education zone and 1,135 are from Awgu education zone (Source: PPSMB 2017 and Annual School Census Report 2014). A total of 198 teachers were sampled for the study from the two education zones. Stratified random sampling technique was used to select the sample of the population.

Questionnaire was the instrument employed for data collection. Having reviewed relevant literatures on the study, Role of Classroom Supervision on Teachers' Effectiveness (RCSTE) was developed. The RCSTE was developed with two parts. An introductory part which called for the respondents personal data such as his/her sex, location of school, experience in years and name of school. The second part has two sections. Section A with seven items is on supervisors' classroom observation, and section B with six items is on checking teachers' professional documents by supervisors. The questionnaire is a four point likert scale with the following response options provided for the respondents to choose from: Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE), and with nominal values of 4, 3, 2, 1 respectively for the two research questions. Two experts from the faculty of Education validated the questionnaire.

To ensure the reliability of the instrument, a trial test of the questionnaire was done by administering it to 40 secondary school teachers from Ebonyi State secondary schools. The data generated was used to compute the reliability coefficient of the instrument using the popular method known as Cronbach Alpha method and the total reliability coefficient was 0.96, this indicates that the instrument is reliable because Kline [26] put up the acceptable value of the alpha in a reliability analysis as $\alpha = .7$ and above. The questionnaire was administered to and collected from the teachers by the researchers and two trained assistants using direct delivery and retrieval system. This enabled 100% collection of the instrument. After collating the scores mean (x) standard deviation (SD) were used to analyze the research questions and t-test was used to test the two hypotheses formulated. For decision rule, 2.50 was used as a benchmark, any item with a score of 2.50 and above was regarded as positive whereas those with a score of less than 2.50 was said to be negative. For the purpose of the analysis, teachers who have served more than five years were regarded as experienced and teachers from five years below were regarded as inexperienced.

3. RESULTS

The results of the study were presented in line with the research questions and hypotheses.

Research Question 1: To what extent do supervisors' classroom observations influence teachers' effectiveness in secondary schools in Enugu State?

Table 1 shows Mean and Standard Deviation of the responses on classroom observation of classroom supervisors. The analysis revealed that items 1, 4, 5 and 7, have mean scores of 2.67, 2.56, 2.56, and 2.95 respectively, which are greater than the 2.50 benchmark for acceptance of the item. These four items also show a Standard Deviation of 0.92, 0.83, 0.91, and 0.89 respectively. Therefore, decision level of the respondents shows that supervisors to a great extent observe punctuality to classroom; discuss lesson observations; give classroom guidance appropriately; and check lesson attendance register. These four items were accepted. On the other hand, items 2, 3 and 6 show mean scores of 2.27, 1.95 and 1.71 respectively, which fall below the 2.50 benchmark. These three items also show a Standard Deviation of 0.87, 0.71, and 0.73 respectively. Therefore, the decision level of the respondents shows that supervisors to a low extent observe teaching and learning in the classroom; observe the respondents' feedback to students; and check students' notebooks. These three items were rejected.

Research Question 2: To what extent do checking teachers' professional documents by supervisors, influence teachers' effectiveness in secondary schools in Enugu State?

Table 2 shows Mean and Standard Deviation of the responses on the extent of checking teachers' professional documents by supervisors. The analysis revealed that all six items in table 2, have mean scores greater than the 2.50 benchmark for acceptance of an item. Specifically, items 8, 9, 10, 11, 12 and 13 show mean scores of 3.08, 2.72, 2.61, 2.73, 2.90 and 3.36 respectively, and a Standard Deviation of 0.90, 0.89, 1.01, 0.94, 0.92, and 0.53 respectively. Therefore, the decision level of the respondents shows that supervisors to a great extent check teachers' schemes of work; check teachers' records of work; check lesson plans/notes; check students' attendance registers; check teachers' adherence to timetable; and check students' cumulative folders. These six items were accepted.

Hypothesis 1: There is no significant difference between the mean scores of male and female teachers on how they agree on the influence of classroom supervision on teachers' effectiveness.

From Table 3, it can be observed that male teachers obtained a mean score of 2.55 with standard deviation of 0.84, while their female counterparts had 2.69 with standard deviation of 0.89. Apart from section A where both sexes had mean scores lesser than the criterion mean of 2.50, section B has a mean above 2.50. This means that while both sexes disagreed to a low extent with section A, they agreed to a great extent with section B. For further analysis of the overall mean scores of male and female teachers, the calculated t-value of the different sections of items is lesser than the critical table value of 1.96 at 0.05 level of significance. Therefore, the null hypothesis was upheld. This implies that there is no significant difference between the mean ratings of the male teachers and female teachers on how they agree on the influence of classroom supervision on their effectiveness as regards supervisors' classroom observation and supervisors' checking of professional documents.

Hypothesis 2: There is no significant difference between the mean scores of experienced and inexperienced teachers on how they agree on the influence of classroom supervision on teachers' effectiveness.

From Table 4, it can also be observed that experienced respondents obtained a mean score of 2.66 with standard deviation of 0.90, while the

inexperienced respondents had a mean score of 2.60 with standard deviation of 0.88. In section A, both experienced and inexperienced teachers had mean scores lesser than the criterion mean of 2.50, while in section B, the mean score was above 2.50. This means that both the experienced and inexperienced respondents disagreed to some extent with section A. However, they agreed to a great extent with section B. For further analysis of the overall mean scores of experienced and inexperienced teachers, the calculated t-value of the different sections of items is lesser than the critical table value of 1.96 at 0.05 level of significance. Therefore, the null hypothesis was upheld. This implies that there is no significant difference between the mean ratings of the experienced teachers and inexperienced teachers on how they agree on the influence of classroom supervision on their effectiveness as regards supervisors' classroom observation and supervisors' checking of professional documents.

Table 1. Mean scores (x) and Standard Deviations (SD) of respondents on the extent of supervisors' classroom observations

S/N	Item	X	SD	Decision level
1.	My supervisors observe my punctuality to classroom.	2.67	0.92	Accepted
2.	My supervisors observe teaching and learning in my classroom.	2.27	0.87	Rejected
3.	My supervisors observe my feedback to students.	1.95	0.71	Rejected
4.	My supervisors discuss lesson observations with me.	2.56	0.83	Accepted
5.	My supervisors give classroom guidance to me appropriately.	2.56	0.91	Accepted
6.	My supervisors check students' notebooks.	1.71	0.73	Rejected
7.	My supervisors check lesson attendance register.	2.95	0.89	Accepted

Table 2. Mean scores (x) and Standard Deviations (SD) of respondents on the extent of checking of teachers' professional documents by supervisors

S/N	Item	X	SD	Decision level
8.	My supervisors check schemes of work.	3.08	0.90	Accepted
9.	My supervisors check records of work.	2.72	0.89	Accepted
10.	My supervisors check lesson plans/notes.	2.61	1.01	Accepted
11.	My supervisors check students' attendance registers.	2.73	0.94	Accepted
12.	My supervisors check teachers' adherence to timetable.	2.90	0.92	Accepted
13.	My supervisors check students' cumulative folders.	3.36	0.53	Accepted

Table 3. The t-test analysis of the difference between the mean ratings of male and female teachers on how they agree on the influence of classroom supervision on teachers' effectiveness

Section	Male = 92		Female = 106		t-cal	Decision level
	x_1	SD_1	x_2	SD_2		
A	2.35	0.83	2.39	0.88	0.46	NS
B	2.95	0.84	2.88	0.91	0.64	NS
Overall	2.55	0.84	2.69	0.89		

Key: x_1 = Male Mean Score; SD_1 = Male Standard Deviation; x_2 = Female Mean Score; SD_2 = Female Standard Deviation; NS = Not Significant; t-critical value = 1.96; df = 196

Table 4. The t-test analysis of the difference between the mean ratings of experienced and inexperienced teachers on how they agree on the influence of classroom supervision on teachers' effectiveness

Section	Experienced = 101		Inexperienced = 97		t-cal	Decision level
	x_1	SD_1	x_2	SD_2		
A	2.39	0.87	2.38	0.84	0.27	NS
B	2.82	0.92	2.81	0.91	0.20	NS
Overall	2.66	0.90	2.60	0.88		

Key: x_1 = Male Mean Score; SD_1 = Male Standard Deviation; x_2 = Female Mean Score; SD_2 = Female Standard Deviation; NS = Not Significant; t-critical value = 1.96; df = 196

4. DISCUSSION

The result obtained showed that classroom supervision is very important and has a telling influence on teachers' effectiveness, needs to be strengthened. For instance, checking of the teachers' professional documents needs to be done more frequently and the supervisors have to increase the frequency of classroom observations. It is also established in this study that a greater number of teachers will be effective in their job and classroom performance if classroom supervision is adequately conducted. This suggests that classroom supervision could serve as a potent means not just of improving the capacity of teachers, but also of dealing with the perennial poor academic performances of students in secondary schools. In line with this finding, Akinfolarin et al. [10] revealed that there is a significant relationship between academic supervision and students' academic performance. Therefore, to achieve quality learning that will improve the academic performance of students, it is important that effective supervision of instruction is put in place that will ensure teachers, students and management are guided toward the desired goals and objectives of the school in terms of students quality output.

5. CONCLUSION

This study in line with that of Usman [22], showed that regular classroom supervision using robust supervision strategies like checking of students' notebooks, classroom visitation by school administrators and government agencies have significant effect with teachers' performance and academic achievement of students in secondary schools.

6. RECOMMENDATIONS

Based on the findings of this study the following recommendations were made:

1. The Post Primary Schools Management Board in Enugu State and the state Ministry of Education should empower and encourage deputies and HODs in secondary schools to assist principals in carrying out classroom supervision to ensure that every teacher is adequately supervised.
2. The Enugu State Government should recruit more trained and qualified classroom supervisors to be able to meet the demands of classroom supervision, and be enough to cater for the professional needs of teachers in the state.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Federal Republic of Nigeria. National policy on Education. Lagos: NERDC Press; 2014.
2. Ikegbusi NG, Iheanacho RC. Factors militating against effective administration of secondary schools in Anambra state. World Journal of Educational Research. 2016;3(1):1-14.
3. Oyedeji N. Supervision and standard of education in Nigerian secondary schools; 2012. Available:ijaret.com/wp-content/themes/felicity/issues/vol3issue3/ikegbusi.pdf
4. Nwogbo VN, Okeke BC. Teachers' discipline and commitment to duty: A veritable instrument for academic excellence. Journal of Educational Leadership. 2010;I(1):16-21.
5. Ikegbusi NG. Towards enhancing staff personnel management in secondary schools in Anambra state. Journal of Educational Research. 2014;2(3):117-124.
6. Bernard JM, Goodyear RK. Fundamentals of clinical supervision (5th Ed). Upper Saddle River, NJ: Pearson Education; 2014.
7. Hammond SW, O'Donovan A. Ethical issues in supervision. In: S. Morrissey, S, P. Reddy, G. Davidson, G, A. Allan (Eds). Ethics and Professional Practice for Psychologists. (2nd Ed). Cengage Publishers; 2015.
8. Adesina S. Growth without development: Nigeria's educational experience between 1914-2004. Abeokuta: Educational Industries Nigeria Ltd; 2005.
9. Ozano PB. Enhancing teaching profession in Nigeria: A historical perspective. Academic Journal of Interdisciplinary Studies. 2013;2(5): 51-56.
10. Akinfolarin CA, Babalola CA, Aladetan FI. Academic supervision as a correlate of student's academic performance in secondary schools in Ekiti State, Nigeria. International Journal of Educational Policy Research and Review. 2017;4(1):8-13.
11. Ogba FN, Igu NCN. Realizing quality education in Nigeria: The need to revitalize secondary education. Journal of Educational Research. 2014;2(3):57-64.
12. Ogbo RN. Effects of modified clinical supervision approach on teacher classroom performance in Ebonyi State. Journal of Educational Leadership. 2015;4(4):54-59.

13. Dipaola MF, Hoy WK. Principles of improving instruction: Supervision, evaluation & professional development. Boston: Allan and Bacon; 2008.

14. Walker JW. Supervision of instruction and school management. Boston: Houghton Mifflin Co; 2016.

15. Olembo JO, Wanga PE, Karagu NM. Management in education, Nairobi: Educational Research and Publications; 2004.

16. Alimi OS, Akinfolarin CA. Impact of selected modes of classroom supervision activities on students' academic performance in senior secondary schools in Ondo State, Nigeria. Education Research Journal. 2012;2(1):1-6.

17. Stronge JH, Ward TJ, Grant LW. What makes good teachers good? A cross-case analysis of the connection between teacher effectiveness and student achievement. Journal of Teacher Education. 2011;62(4):339-355.

18. Aina JK, Adedo GA. Correlation between Continuous Assessment (C.A.) and students' performance in physics. Journal of Education and Practice. 2013;4(6):6-9.

19. Orji NS. Relationship between science teachers' classroom management effectiveness and student outcomes in chemistry. International Journal of Modern Educational Research. 2014;1(1):11-14.

20. Ceyhum O, Erodogan K. Adaptation of attitudes towards educational measurement inventory (ATEMI) to Turkish. E-International Journal of Education Research. 2013;4(2):24-47.

21. Nugent TT. The impact of teacher-student interaction on student motivation and achievement. Doctoral Thesis, University of Central Florida; 2009.
Available:https://www.google.co.za/search?q=Nugent%2C+T.T.+(2009).+The+impact+of+teacher-student+interaction

22. Usman YD. The impact of classroom supervision on academic performance of secondary school students in Nasarawa State. Journal of Education and Practice. 2015;6(10):160-167.

23. Onuma N. Principals' performance of supervision of instructions in secondary schools in Nigeria. British Journal of Education. 2016;4(3):40-52.

24. Eguridu C. Mass failure as WAEC, releases May/June examination result; 2015.
Available:https://www.vanguardngr.com/.../mass-failure-as-WAEC-releases-mayjune-exam-results/

25. Adesulu D. 59.22% pass Maths, English as WAEC releases results; 2017.
Available:https://www.vanguarngr.com/2017/07/59-22-pass-maths-English-waec-releases-results/

26. Kline P. A handbook to psychological testing 2nd Ed. London: Routledge; 1999.

_____