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PRINCIPAL'S DIRECT SUPERVISION AND TEACHERS EFFECTIVENESS IN PUBLIC SECONDARY SCHOOL IN IKOM EDUCATION ZONE, CROSS RIVER STATE

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Abstract

The study examined principals direct supervision and teachers service delivery in Ikom education zone in Cross River State. Two specific purposes guided the study with two corresponding research questions and null hypotheses. A comprehensive related literature was reviewed to serve as a guide to the study. Correlational research design was adopted for the study. The population of the study comprised one thousand three hundred and forty five (1345) teachers in the ninety nine (99) public secondary schools in Ikom Education Zone of Cross River State. The sample size was (390). The instrument used for data collection was structured questionnaire and data were analyzed using pearson product moment correlation coefficient to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that Principals carried out supervision of lesson presentation and classroom evaluation while the null hypothesis revealed that there is no significant relationship between principals direct supervision and teachers service delivery in public secondary schools in Ikom Education Zone. Based on the findings, it was recommended that Government should train and retain teachers in the study area to promote their teaching effectiveness and teachers' lesson note should be prepared in advance and checked regularly and areas that need to be corrected should be pointed out, as this will help in the improvement of their job effectiveness in public secondary schools.

Keywords: Principals, Direct Supervision, job effectiveness, classroom evaluation and Lesson presentation

Introduction

Teachers' service delivery are the most vital instructional activities that aid effective instructional delivery. This clearly define the structure and content of how the nature of their jobs are being stipulated. Teachers occupy a unique position in any educational system. The progress and quality of

education is more or less dependent on the performance of teachers in terms of service delivery Ategwu (2018). For any educational system to achieve its goals key actors such as principals and teachers must fully accomplish their roles and responsibilities. Teachers are in the best position to make decisions that directly affect students' well-being and achievement (Stark, McGhee, & Jimerson, 2017). Therefore, one key concern for success of educational institutions is to ensure that teachers are well supervised. As Adu, Akinloye and Olaoye (2014) intimated, supervision (whether internal or external) should be considered a deliberate effort aimed at enhancing the outcomes of each educational institution. It is a process of involving teachers in instructional dialogue for the purpose of improving teaching and increasing student achievement (Sullivan & Glanz, 2013).

The term "instructional supervision" refers to the cycle of activities between a supervisor and a teacher targeted at improving classroom performance (Ekyaw, 2014). Undoubtedly, the most important supervision and guidance in the school setting is that given by the head of the school (Mofareh, 2011). Effective instructional supervision by the school head is critical to the realization of the outlined objectives of the school (Mankoe, 2007). These heads carry out instructional supervision through various instructional supervision practices which includes direct supervision to teachers. The concept of direct supervision as a form of instructional supervision refers to all the measures by the school head to facilitate one-on-one feedback with teachers to enhance instruction and professional capacity (Glickman, Gordon & Ross-Gordon, 2009). In this study, supervision of lesson planning, lesson presentation were considered.

The key concern of instructional supervisor's practices by the school head is to improve schools and students' achievements by helping teachers to deliver adequately in their role performance (Sergiovanni & Starratt, 2007).

School supervision can be described as the development of an authentic helping relationship between teachers and supervisors. It involves providing a guide for teachers to facilitate improved performance on the job. Supervision is a service to help teachers for the purpose of improving instruction. Supervision influences the quality of teachers in service delivery. It deals with supervisor vs. teachers; teacher vs. students interaction in teaching-learning situations. supervision is an administrative function which is aimed at addressing teachers to fulfill their functions effectively by directing the Educational development of children. Ekpo and Ategwu (2022) It is against this backdrop that the researcher wishes to find out the extent at which principal direct supervision relates with teachers delivery in Ikom education zone.

Statement of the problem

The ineffectiveness of teachers in discharging their duties in Secondary Schools in Ikom education zone seems to be alarming as students who enrolled for public examination in the zone tended to be on a worrisome mode. This is attributed to the inability of the School principal to carry out instructional supervision effectively. Teachers failures in carrying out their instructional delivery such as; preparation of lesson plan, classroom evaluation had contributed to the inability of the student to perform beyond reasonable doubt across board, this is exacerbated by incompetent principals in the study area. The standard of our education has fallen due to teachers ineffectiveness in carrying out their service delivery. It is quite unfortunate that some teachers engaged in unproductive tendencies such as lateness to work, absenteeism, dereliction of duty, non compliance with service ethics, poor commitment to lesson preparation/delivery and unskillful behavior in Secondary Schools in Ikom education zone. It is against this backdrop that the researcher wishes to find out the relationship between principal direct supervision and teachers effectiveness in public secondary schools in Ikom education zone.

Purpose of the study

The purpose of this study is to examine principal's direct supervision and teacher's effectiveness in Ikom education zone of Cross River State. Specifically, the study wishes to find out the relationship between;

- Principal instructional supervisory roles and teacher's effectiveness.
- Supervision of classroom evaluation and teachers effectiveness

Research Questions

The following research questions were used to guide the study;

- Is there a relationship between principals instructional supervisory roles and teacher's effectiveness?
- What is the relationship between classroom evaluation and teachers effectiveness?

Hypothesis

To guide the study, the following null hypotheses were formulated;

- There is no significant relationship between principals instructional supervisory roles and teacher's effectiveness?
1. Supervision of classroom evaluation does not significantly relates with teachers effectiveness.

literature

Principals instructional supervisory roles seek to end or minimize the ineffectiveness of teachers in terms of their instructional delivery. This is in line with Ikegbusi and Eziamaka (2016) who conducted a study on supervision of instructional delivery and teachers' job effectiveness in secondary schools in Nigeria. The purpose was to determine the relationship between supervision of instructional delivery and teachers' job effectiveness in secondary schools in Nigeria. There is no way the goal and objective of an organization can be achieved without putting in place certain mechanism towards ensuring its success. In the school system, one of the mechanisms to be put in place towards achieving the goals of the school is supervision. The study seeks to find out the impact of principals supervision of instruction on teacher effectiveness in Enugu state. Two research questions guided the study and one null hypothesis was tested at 0.05 level of significance. The study adopted a comparative survey research design. All the 3,197 government owned secondary school teachers in Enugu South Local Government Area of Enugu State constituted the population of the study. A sample of 905 teachers was selected through proportionate stratified random sampling technique. A researcher-developed questionnaire duly validated and whose reliability index is 0.85 was used for data collection. Mean and t-test were used to analyze the data collected. The result of the study indicates that both internal and external supervision of instruction have positive effect on teacher effectiveness in secondary schools. Based on the findings of the study, some recommendations were made of which one of them is that there should be constant sponsored workshops and seminars for both the supervisors and teachers separately to enable them become knowledgeable on the expectations of the supervision of instruction in secondary schools.

This implies that instructional supervision brings the instructors (teacher) to work in alignment with the tenets of instructional delivery. This is so important because it helps the teachers to be focused, dutiful, careful and effective in their service delivery.

A good supervisor must be sincere, firm approachable, inspirational encouraging and ready to help others. Mouka (2007) attributed poor pupil performance in public schools to "armchair" Head teachers who do not know what goes on in the classroom ineffective instructional leadership lead to delinquent behaviour among some pupils and their subsequent failure in the national examinations. The principal need to supervise instructional delivery by observing their teachers formally on regular basis, take note during the process and work with clear commitment. The principal should discuss

lesson delivery observation with the teacher promptly in order to provide for in-service professional development. The need to monitor standards being achieved by students becomes very pertinent. This is achieved by evaluation of standards in order to achieve curriculum strength and improve on the quality of teaching and learning.

Teachers who are consistently effective are those who are able to adapt their knowledge and skills to the demands inherent in various situations so as to best achieve their goals. Doing whatever is necessary in order to achieve the goals, rather than doing certain things in a rigid way or showing preference to some methods or techniques over others is a hallmark of an effective teacher.

A study conducted by Martin, Mullis, Gregory, Hoyle, and Shen (2000) showed that in a situation where experienced teachers were not promoted out of the classroom into management positions, shows that the level of experience of the principal had a significant influence on the teaching effectiveness of the teachers. Aiken (2001) also found that teaching experience of teachers is significantly related to their teaching effectiveness. Akpan (2006) reported that age, sex, marital status, rural or Urbanity did not relate significantly with the effectiveness of the teachers. According the researcher, Twenty seven (27) registered secondary schools in Emohua Local Government Area. The instrument was questionnaire and check list. Pearson product moment correlation was used as statistical tool for data analysis. From the findings, the study shows a significant relationship between independent and dependent variables when tested differently.

Usman (2015) carried out a study on the impact of instructional supervision on academic performance of secondary school students in Nasarawa State, Nigeria. This study examined the Impact of Instructional Supervision on Academic Performance of Secondary School. Students in Nasarawa State with reference to Senior Secondary Certificate Examination (SSCE) classes. Five research questions were used to guide the study to a rational conclusion. Descriptive Survey method was adopted in which Instructional Supervision and Students' Academic Performance Questionnaire (ISSAPQ) were used to obtain relevant data from 92 teachers in 37 selected Senior Secondary schools using the simple random sampling techniques. Pearson product moment correlational statistics (Pearson r) and t-test at 0.05 level of significance was used to analyse the data generated and answer the research questions. The study show that regular instructional supervision using robust supervision strategies like checking of students' notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers record keeping have significant correlation with teachers' performance and academic achievement of students in Secondary Schools. Recommendations like proper alignment of government policies with educational needs of the society, provision of adequate and relevant instructional materials for teaching, regular in-service training for teachers' capacity development, depoliticization of the free education programmes and proper evaluation of school administrative procedures and educational outcomes were adduced for remediation.

The supervision of classroom evaluation is very important as it helps the teachers not to teach and evaluate the student out of the scope of the curriculum requirements. The classroom questions must be at the level of the students to ease understanding and learnability.

Methodology

Correlational research design was adopted for this study. The population of this study comprised one thousand, three hundred and thirty teachers (1345) drawn from the ninety nine (99) public junior secondary schools in the five Local Government Areas in Ikom Education Zone of Cross River State. The population is obtained from the Cross River State Ministry of Education (2023). The stratified sampling techniques was used in this study. This is to ensure that everybody in the study area has an equal non-zero chance of being selected based on the geographical area. The sample used for this study was three hundred and ninety (390) These samples constitute 29% of the entire population of the study.

The instrument used for data collection for this study was questionnaire titled Principal Direct Supervision and Teachers Service Delivery (PDSTSD). Validity of the instrument was ensured by presenting the designed questionnaire to experts in Measurement and Evaluation and experts in Educational Administration and Planning Department, University of Calabar for scrutiny before they were administered on the respondent. Reliability of the instrument was carried out to measure internal consistency, This was done by using Cronbach alpha reliability method. The researcher administered the instrument to 30 teachers from Ogoja Education Zone that did not form part of the study population but has the same characteristics. The reliability coefficient estimated for Principal Direct Supervision and Teachers effectiveness (PDSTEQ) as the instrument yielded reliability ranging from 0.71-0.86 for the sub-variables of the instrument with an overall index of 0.76.

Presentation of Results

Hypothesis one

There is no significant relationship between principal instructional supervisory roles and teachers effectiveness.

Pearson Product Moment Correlation Analysis of the relationship between principal instructional supervisory roles and teachers effectiveness. (N=388)

Variables	\bar{x}	SD	r-value	critical-value
Principals instructional supervisory roles	20.4665	2.19264	0.766*	.113
Teachers' effectiveness	22.0000	1.59618		

* Significant at .05, critical r = .113, df = 386

The result of the first hypothesis indicated that there is a significant positive relationship between Supervision of lesson presentation and teachers' service delivery. This is very important because the classroom is the place where the actual implementation of the curriculum takes place.

The finding of this hypothesis is in agreement with the view of Ikegbusi and Eziamaka (2016) who indicated that both internal and external supervision of instruction have positive effect on teacher effectiveness in secondary schools. Based on the findings of the study, some recommendations were made of which one of them is that there should be constant sponsored workshops and seminars for both the supervisors and teachers separately to enable them become knowledgeable on the expectations of the supervision of instruction in secondary schools. This implies that instructional brings the instructors to course in alignment with the tenets of instructional delivery. This is so important because it helps the teachers to be focused, dutiful, careful and effective in their service delivery. A good supervisor must be sincere, firm approachable, inspirational encouraging and ready to help others. The findings affirmed the findings of Mouka (2007) which revealed that poor pupil performance in public schools was linked to "armchair" Head teachers who do not know what goes on in the classroom ineffective instructional leadership lead to delinquent behaviour among some pupils and their subsequent failure in the national examinations. Principal that supervise instructional delivery by observing their teachers formally on regular basis, take note during the process and work with clear commitment. Similarly, principal that discuss lesson delivery observation with the teacher promptly enhance their professional development. This is because physical observation of lesson delivery is the only way the school head can gain insight into the quality of teaching and learning in the school. Instructional supervisor can only be able to assess the potential for excellence through watching the teacher's delivery of lesson prepared.

The result of the analysis as presented in the Table revealed that the calculated r-value of 0.766 is higher than the critical r-value of .113 at .05 level of significance with 386 degree of freedom. With this result, the null hypothesis which stated that there is no significant positive relationship between Supervision of lesson presentation and teachers' service delivery was rejected. This result implied that, Supervision of lesson presentation has a significant relationship with teachers' service delivery. The positive are indicated that the higher Supervision of lesson presentation the higher the teachers' service delivery tends to be. On the other hand the lower Supervision of lesson presentation, the lower teachers 'service delivery tends to be.

Hypothesis two

There is no significant relationship between principal direct supervision of classroom evaluation and teachers' service delivery.

Pearson Product Moment Correlation Analysis of the relationship between Supervision of classroom evaluation and teachers' service delivery (N=388)

Variable	\bar{x}	SD	r-value	critical-value
Supervision of classroom evaluation	19.9897	2.25388	0.465*	.113
Teachers' service delivery	22.0000	1.59618		

* Significant at .05, critical r = .113, df = 386

The result of the second hypothesis showed that Supervision of classroom evaluation has a significant positive relationship with teachers' service delivery. This is because instructional evaluation is a measure used by the teacher to assess the extent to which instructional delivery has been effectively implemented in the course of the lesson.

The finding of this hypothesis is in line with the study of Usman (2015) who observed that regular instructional supervision using robust supervision strategies like checking of students' notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers record keeping have significant correlation with teachers' performance and academic achievement of students in Secondary Schools. Recommendations like proper alignment of government policies with educational needs of the society, provision of adequate and relevant instructional materials for teaching, regular in-service training for teachers' capacity development, depoliticization of the free education programmes and proper evaluation of school administrative procedures and educational outcomes were adduced for remediation. The supervision of classroom evaluation is very important as it helps the teachers not to teach and evaluate the student out of the scope of the curriculum requirements. The classroom questions must be at the level of the students to ease understanding and learnability.

Therefore, one can sum that the government should provide opportunity for principals to attend conferences, workshops, seminars and colloquiums on supervisory techniques at least once a year both nationally and internationally for more acquisition of skills and knowledge for effective instructional supervision in order to keep them at par with their foreign counterparts.

Conclusion

Based on the results and findings of the study it was concluded that Principal Direct Supervision of instruction and supervision of classroom evaluation significantly relate to teachers effectiveness.

Recommendations

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

1. Government should train and retain teachers in the study area to promote their teaching effectiveness, as this will help them in carrying out their instructional delivery.
2. Teachers' lesson note should be prepared in advance and checked regularly and areas that need to be corrected should be pointed out, as this will help in the improvement of their job effectiveness in secondary schools.

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