



Perceived Influence of Instructional Supervision on Teacher's Classroom Performance in Public Primary Schools in the Owerri Educational Zone of Imo State, Nigeria

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ABSTRACT

The study was carried out with the basic need of identifying the influence of instructional supervision on classroom performance of teachers at the primary school using Owerri Educational Zone. Four research questions and three hypotheses were formulated to achieve the stated purpose. A researcher's made modified likert type questionnaire consisting of Thirty Three items was used. A purposive sampling technique was used to sample six hundred and ninety seven teachers in the areas of study. The result of the analysis showed that Supervision of instruction influenced teachers' classroom performance, some factors-hinders effective supervision of instruction, Teachers in the areas of study had negative attitude towards supervision of instruction. Supervised teachers perform better than the teachers that are not supervised.

INTRODUCTION

Since the formal inception of management, the problems of organizational efficiency and effectiveness have been its main concern. The early managers and industrialists sought to find the best way of increasing their productivity. To achieve this, various theories and approaches to management and supervision were articulated and supervision has thus become viewed as a strong tool that could help in the achievement of the goals of an organization. Supervision is very important in our education system especially now that we have increased students' enrolment with inadequate financial and human resources. The ever increasing cost of education, the increasing public demand and political influence within the school system call for adequate supervision in the school. In addition to these problems, educational

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organizations are expected to offer qualitative education. Response to changes towards functional education and many other innovative ideas have led to the thinking that effective supervisory programme could be utilized to tackle some of these problems.

Undoubtedly, supervision has various meaning to different categories of people and at various times. To some, supervision is seen as a threat to their individual existence. Yet for some others, supervision is one of the basic functions of administration and management. Harris (1975) define supervision as what school personnel do with adults and things for the purpose of maintaining or changing the operation of the school in order to directly influence the attainment of major instructional goals. Bett (1980) sees supervision as a process of giving authority and responsibility for planning and controlling the work of a group by close contact. According to Okoli (1989), researchers in educational theory agree that supervision exist for the primary purpose of improving instruction. Supervision in any given organization is a dimension of various function:- deployment, development and motivation of staff for more effective performance. (Ndu, 1984) it is through effective supervision that the operational goals and tasks of the organization could be achieved.

The relevance of supervision to most organizations in general and the school system in particular could be worked at from three different perspectives. These according to Betts (1980) include building and maintaining an efficient organization, creating and maintain an effective working force and controlling the work in the school system through the process of supervision of instruction. Supervision of instruction in schools is primarily concerned with "Driving the teaching learning situation. The teaching learning situation is only a part of the total education set up. So a critical and very important component of supervisor is what is described as supervision of instruction. This is one of the most important supervisory tasks in education especially the school level. It embraces all activities ranging from curricular to co-curricular activities. (Launders and Myers (1977) simply observed that supervision of instruction is that process that aims at improving classroom instruction. Supervision of instruction can be seen as a process of overseeing the work of teachers with the aim of assisting them to solve their instructional problem in such a way that pupils can benefit maximally from all classroom activities. It attempts to diagnose teaching and learning difficulties with a view to coming up with possible remedial measures. It is more or less a help-oriented programme, trying to assist teachers in solving their instructional problems, which could go a long way in facilitating learning among studies.

Specifically therefore, supervision of instruction serves the following purpose. Looking into teachers' note of lesson, paying particular attention to the adequacy of the instructional objectives, Content development, instructional aids, teaching strategies and with

a view to suggesting connections if found unsatisfactory. Discussing with the teacher, the strengths and weaknesses of the observed lesson during which corrective measure are suggested. One can therefore, assert that without effective supervision in our schools, many educational goals remain unachieved.

Statement of the Problem

Supervision of instruction was introduced in the school system to improve teacher effectiveness and classroom performance. The researcher is still agitated by such questions as what specific influence does supervision have on teachers performances in the classroom. To what extent are supervisory practices employed in primary schools in Owerri educational zone? Do these performances on their part, influence learners at the primary school? Answers to these questions are necessary in order to determine what influence: supervision has on teachers' class room performance and educational practices in Owerri educational zone.

Purpose of the Study

This study is aimed at:

1. determining the influence of supervision of instruction on teacher's classroom performance.
2. ascertaining, whatever teachers have negative or positive attitude to supervision of instruction.

Research Questions

1. To what extent does supervision influence teacher's classroom performance?
2. What is the attitude of teachers' toward supervision?

Hypothesis

1. There is no significant difference between the classroom performance of supervised teachers' and teachers that are not supervised.
2. There is no significant relationship between teachers' attitude to supervisor and their classroom performance.

METHODOLOGY

Design

This study was a descriptive survey design meant to study the influence of supervision to teachers' classroom performance in public primary schools in Owerri educational zone of Imo State.

Area of the Study

The study was conducted in Imo-State. Owerri education zone was used and this zone is made up of 9 local government areas;

Population of the Study

The population of the study comprised of 6966 teachers in the 503 public primary schools in Owerri education zone. The researcher worked on 697 teachers from each of the 50 schools sampled.

Sample and Sampling techniques

Two sampling techniques were used; stratified and simple random sampling. First the population was stratified into sub zones. Out of the nine local government areas that make up the zones; 25 schools were selected from each making a total of 50 schools.

Instrument of Data Collection

Structured questionnaire was developed by the researcher relating to the topic under study. The questionnaire Contains 33 items meant to answer the two research questions and the two hypothesis formulated for study using the likely four points scale format (SA, A, D, SD).

Reliability of the Instrument

To ascertain, the reliability of the instrument the instrument was administered twice on this respondents at an interval of two weeks. Two public schools in the area were used for the test - retest reliability exercise. The results of the separate exercise were correlated by applying the Pearson's Product Moment correlation co-efficient method. The co-efficient of $r = 0.76$ was obtained and this was considered adequate enough in checking the consistency of the items in the instrument.

Administration of the Instrument

The questionnaire was administered on the 697 respondents (teachers) in all sampled primary schools in the Owerri Education zone. The

researcher personality administered the questionnaire instrument and collected the filled instrument on the spot to ensure high rate of returns. This was done within a period of two weeks.

Method of Data Analysis

All the two research questions were answered using mean and standard deviation. An acceptance criterion mean of 2.50 was used for the research questions. The T-test statistics was used to test the two hypotheses at an alpha level of 0.05.

RESULTS

Research Question One

Table 1: Mean score of the responses of teachers on the influence of supervision on teachers classroom performance (using items 1 -7).

S/N	ITEM	SA	A	D	SD	\bar{X}	Standard Deviation	Remarks
1.	Most teachers devote extra hours to teach and prepare their pupils in readiness for a pending supervision.	260	250	100	57	2.97	1.2	Positive
2.	Most pupils learn as a result of teach reteach incidents of supervision.	245	252	160	37	3.02	1.2	Positive
3.	Most teachers learn class management skills due to supervision comment or observation	208	299	130	60	2.22	1.2	Negative
4.	Supervision largely focuses on teachers' improvement of their communicative skills	190	292	149	68	2.92	1.2	Positive
5.	Teachers go to the extent of improvising teaching materials for teaching exercise	208	160	240	89	2.67	1.1	Positive
6.	Through regular supervision teachers come to learn the latest techniques in learning and teaching exercises.	320	150	180	47	3.16	1.3	Positive
7.	Supervision helps teachers to developed elf monitoring	340	190	100	67	3.05	1.3	Positive
	Total					19.8	9	

Mean of means $\frac{19.8}{7} = 2.83$; SD = $9/7 = 1.29$.

From the above table, the analysis showed that the seven items collectively received a mean of 2.83. This was above the mean rating of 2.5. This implies that supervision influences teacher classroom performance.

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Research Question Two

Table 2: Means score of teacher responses on attitude of teachers towards supervision using items 8-14.

S/N	ITEM	SA	A	D	SD	\bar{X}	Standard Deviation	Remarks
8.	Some teachers dodge being supervised.	67	100	190	340	1.8	1.6	Negative
9.	Some teachers fake sickness before a supervisor.	257	208	150	82	2.9	1.2	Positive
10.	Some teachers hope to bribe supervisor at work.	67	130	216	284	1.9	1.3	Negative
11.	Some teachers see supervisor as disciplinarians	53	133	287	224	1.7	1.2	Negative
12.	Some teacher expect to learn from supervisor	270	260	88	79	3.03	1.2	Positive
13.	Some teachers use supervisor as a proof of their prided skill among colleague	76	104	221	29	1.9	1.3	Negative
14.	Some teacher see supervisor as fault finders to be avoided.	31	146	170	300	2.01	1.2	Negative
Total						14.94	8.6	

$\bar{X} = \frac{14.94}{7} = 2.10$
 $SD = 8.6/7 = 1.22$

From the above table, the analysis showed that the seven items collectively received a mean of 2.10. This was below the mean rating of 2.5, which implies that teachers in the area of study have negative attitude towards supervision of instruction.

Hypothesis One

There is no significant difference between the classroom performance of supervised teachers and that of unsupervised teachers.

Table 3: This Table provides the t-test of significance applied to mean score of supervised and unsupervised teachers.

Variables	N	\bar{X}	SD	D/F	Cal-t	Critical Table-Value	Decision
Supervision influence on teachers classroom performance	10	2.92	1.21	340	0.3	0.2	
Relationship on supervision and classroom performance	7	2.83	1.29	15			Rejected

The table above showed that t calculated of 0.3 was greater than t-critical of 0.2. Hence, the null hypothesis was rejected. This means that there was a significance difference in the classroom performance of supervised teacher

and unsupervised teacher. Thus, supervision influences classroom performances.

Hypothesis Two

There is no significant relationship between teachers’ attitude to supervision and their classroom performance.

Table 4: Provides a t-test applied to Ho.3

Variables	N	\bar{X}	SD	D/F	Cal-t	Critical Table-Value	Decision
Relationship between supervision and teacher classroom performance	10	2.92	1.21			1.75	
Attitude of teachers toward supervision	3	2.01	1.2	15	1.75		Rejected

The table above showed that the t calculated of 3.8 was greater than t critical of 1.75 hence the null hypothesis was rejected. This means that there was a significant difference in the relationship between teachers’ attitude to supervision and their classroom performance.

DISCUSSION

Research question one sought to examine how supervision influences teachers’ classroom performance. The responses were analyzed by computing and comparing the mean of means of all the items for positive and negative response with the mean rating of 2.5. Thus, the findings revealed that supervision has a great influence over teachers’ classroom performance. This finding agrees with Betts (1980) who stated that good supervision fosters group cohesion and enthusiasm among teacher.

Research Question two sought to find out the type of attitude teachers have for supervision. The mean of means of all the items for positive and negative attitude was computed and compared with the mean rating of 2.5. It was recorded that the mean of means of all the items was 2.02. This was below the mean rating. The Finding supports what Ogunsaju (1983:19) wrote that most teachers in Nigeria would prefer to avoid being made the object of supervision. This was because they consider supervision as an attack on them personally and on a fault finding mission and not an exercise meant for the improvement of teaching and learning. It also vindicated his position that teacher’s militates against effective supervision. Lander and Myer (1977) stated that the process of achieving good attitude to supervision includes

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criticism clarification, advice and verification of educational concepts and method.

Hypotheses One (Ho₁)

The findings from this hypothesis which sought to find out if there was a significant difference in the classroom performance of supervised and unsupervised teacher was tested. The result indicates that t-calculated of 0.3 was greater than t-table of 0.24 therefore the null hypotheses was rejection which implies that there was a significant difference in the classroom performance of supervised and unsupervised teachers. The finding is theoretically supported by Ndu (1984) who insisted that good supervisions create and maintains an efficient workplace.

Hypotheses Three (Ho₃)

This hypothesis sought to find out if there was a significant relationship between teacher attitude to supervision and teacher classroom performance. The findings from the hypotheses support that attitude of teachers affect supervisions. The null hypotheses have calculated value of 3.8 while the critical table value is 1.75. This led to the rejection of the null hypotheses as a result of the t-cal being higher than t-tab.

CONCLUSION

In view of the foregoing analysis and discussion the researcher drew a number of conclusions. Supervision of instruction has great influence over teachers' classroom performance. Thus, it was not a surprise to deduce that teachers who are regularly supervised exert positively on teacher classroom performance and supervision relate to each other. Finally, teachers in the area of studies generally have a negative attitude towards supervision of instruction. Thus, it was not a surprise to deduce their negative attitude was due to their perception of supervision of instruction as a fault-finding mission and an exercise meant for the detection of ineffective teachers for punishment.

RECOMMENDATIONS

The following recommendations were made based on the findings of this study:

1. Supervisors should explore ways of adopting friendly disposition in their interaction with teachers during supervision of instruction.

2. Agencies that are concerned with the provision of formal education should explore ways of getting classroom teachers familiar with new ideas and concepts on supervision and the limitless opportunities which it offers them in their professional growth through workshops and seminars.
3. Principals should establish friendly and co-operation prone environments in their schools to encourage teachers to self confidence in them as well as feel free to consult each other at difficult moment without and feeling of complex.

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