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**SUPERVISION OF INSTRUCTION AS CORRELATES OF TEACHERS
CLASSROOM PERFORMANCE IN SECONDARY SCHOOLS IN EKITI STATE**

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Abstract

The study examined supervision of instruction and teacher classroom performance in secondary schools in Ekiti State. The study adopted the descriptive survey research design. The sample size consisted of 300 teachers and 30 principals in 30 selected schools in Ekiti State via simple random and purposive sampling techniques. Two instruments tagged “Instructional Supervision Questionnaire” (ISQ) and “Teacher Classroom Performance Questionnaire” (TCPQ) were used. Face and content validity of the instruments were ensured by experts while test-retest method of reliability was adopted to determine the reliability coefficient of 0.78 and 0.81 for (ISQ) and (TCPQ) respectively. The data were analyzed using percentages, mean and standard deviation while Pearson Product Moment Correlation was used to test the hypothesis at 0.05 level of significance. The findings revealed a significant relationship between instructional supervision and teacher classroom performance. It was therefore recommended that supervisors should not see the supervision process as faulty findings, but as a means of useful suggestions and feedback.

Keywords: Instructional supervision, Teacher classroom performance, Checking records, Performance based-assessment, Classroom management

Introduction

The major aim of education is to equip students with skills, attitudes, knowledge and competences that will enable them to be productive to self and to the public. The knowledge, skills, values, and traits which a child acquires at stages of secondary level will complement those acquired at the primary level. When the two levels are combined it will prepare such a child for tertiary education. Since education is acceptable to be a tool of change, hence teachers serve as the main operators of the tools while the students are regarded as the raw materials to be processed on which the change would be exhibited for a period.

The poor performance observed in Nigerian's education sector is a major concern of the stakeholders being that the expected quality of education to be achieved at secondary level is inadequately produced. Some teachers seem to have divided loyalty, nonchalant attitude and indiscipline which seems to lower the performance of the teachers and students (Mbatia, 2016). Teacher classroom performance as defined by Wenglinsky (2002) is the set of actions, attitudes and behaviours in the teaching-learning environment that results in achieving educational goals for students. Teacher's classroom performance could be measured through his/her activities such as teaching, lesson plan, lesson presentation, classroom management, commitment to job, extracurricular activities and student output. It seems teachers nowadays are not interested in improving their classroom performance. Europass Teacher Academy (2022) opined that teachers need to continuously improve themselves professionally to keep abreast of the latest trends, teaching approaches, and techniques in the education field.

The researcher observed in this recent time that most teachers seem to develop a kind of lukewarm attitude, lack of commitment, have no concerns for students in the classroom, poor classroom management, lack of utilization of instructional material among others. Wenglinsky (2002) noticed that more recent research in teaching has confirmed the lack of relationship between student progress and teacher input. The ineffective teacher's classroom performance in secondary schools in Ekiti State seems to reflect instructional supervision that is been practiced in schools in this recent time. Most

supervisors seem not to be adequately carrying out their supervisory roles. The researcher observed that lack of motivation might be responsible for this in schools. The few supervisory staff available seem not to be adequately motivated. Even though salaries are being paid as at when due in Ekiti State, yet the salaries are not adequately sufficient due to economic downturn in Nigeria. When there is no sufficient funding, some of them fail to visit the interior schools, because they claimed that no provision for their transportation allowance. In most cases, some schools are not visited by instructional supervisors for a period of one term or a session. When this happens, it will affect the teachers' classroom performance. Hoy and Miskel (2012) stated that instructional leadership emphasizes the improvement of teaching and learning in the school's technical core. Instructional leaders attempt to change such school factors as curriculum content teaching methods, assessment strategies, and cultural norms for academic achievement.

Numerous studies have examined the impact of instructional supervision on teacher classroom performance, with findings suggesting a positive association between effective supervision practices and teacher effectiveness. The review shows that these studies have utilized various research methodology, including qualitative surveys, qualitative interviews, and mixed-method approaches, to explore the nature of this relationship and identify key factors that contribute to its effectiveness. According to Harris, Brown and Harnett (2014) instructional feedback significantly impacts teacher effectiveness. Supervision of instruction is one of the several techniques employed in achieving educational objectives. (Oyewole & Alonge, 2013).

The effectiveness and efficiency levels of schools are likely to be the highest when supervisor roles are performed by people who are competent, enterprising, committed and free to do their jobs. Supervision is a professional, continuous and cooperative exercise that covers all aspects of the life of a school. There are functions spell out the activities which are undertaken in the process of supervision as well as the roles of the supervisor in the process. The function can be categorized into goal development, programme development, control and coordination, motivation, problem solving, professional development and evaluation of educational outcomes, (Wiles & Lovell, 1975). Supervisors are expected to be managing the instructional

program through coordinating and controlling the school's curriculum and instruction by stimulating, supervising and monitoring teaching and learning. Supervision monitoring provides constructive feedback on teaching. Hoy and Miskel (2012) emphasized that principal encourages teachers to use data analysis of student academic progress and visits the classroom to ensure instruction aligns with school goals. Supervision of instruction is required to guide teachers to be able to combine relevant input for enhancement of the teaching-learning progress. The fact remains that the success of an educational programme especially in the achievement of effective learning, depends largely on the classroom performance of teachers.

Classroom observation involves the systematic live observation of a teacher and analyzing his or her classroom practices and the teaching learning process. This is the situation where the teacher is working directly with learners, and the supervisor serves as a witness to observe systematic classroom activities such as lesson presentation, teachers' personality and student teacher relationship. Supervision does not mean an inquisition or fault finding, but supervision means guidance, assistance, sharing ideas to all those involved in the process of teaching and learning, (State Universal Basic Education Board, 2024). During the process of classroom observation, supervisors are expected to address individual needs and interests that will show they are valued.

It is observed in Nigerian secondary schools that classroom observation is instructive whereas many young teachers who have not acquired enough skills and experience needs to be guided in the classroom, to stand on their own. It seems that most instructional supervisors have made classroom observation things of the past in Ekiti State secondary schools. Some supervisors do not bother to enter the classroom for the teaching learning process, and this might reduce the level of teacher preparation.

Utilization of instructional materials is another way of determining teacher classroom performance. The extent to which a teacher performs in the classroom could be related to the instructional materials available and their utilization. It seems that most secondary school teachers do not bother to make use of the available instructional materials. It is not how much instructional materials are available but how effectively they are used by teachers. The poor performance of

public secondary school students reflects teacher classroom performance which seriously requires intensive instructional supervision towards attaining school goals and objectives.

Checking records is the act of checking the history of a person's activities by creating and ensuring consistency. Checking records refers to the way a principal or external supervisor goes through teachers' records to see whether they are tallying with the set standards. It has been observed that most teachers do not bother about their record keeping in terms of schemes of work, lesson plan, records of work, mark books, progress record book and attendance register. This seems to have a negative influence on the teacher's classroom performance. Record Checking is an important component of supervision on classroom performance as they are required to make and retain records. The helping aspect of supervision involves facilitating, supporting, guiding and assisting teachers to improve their performance professionally.

It has been observed that most supervisors do not check their teachers' records, which could have a negative influence on their classroom performance. Most supervisors seem to have neglected the task of checking records in terms of schemes of work, mark books, lesson plan, performance-based assessment, progress record book and attendance register. This has created a lot of havoc with teaching performance and realization of the objective of school goals. Teachers could make a difference, because of proper checking of records. During classroom observation, the supervisor is supposed to be a witness to systematic classroom activities as presents by the teacher. This involves lesson presentation, teachers' personality, classroom management, student teacher relationship and classroom control.

In the light of the highlighted problems, the study intends to find out the relationship between instructional supervision and teacher classroom performance to provide frantic measures that could have remarkable influence on improving the teacher classroom performance in Ekiti State, secondary schools. The purpose of the study is to examine the relationship between instructional supervision and teacher classroom performance in selected secondary schools in Ekiti State. The study specifically examined the extent of teacher classroom performance and the level of instructional supervision in secondary schools in Ekiti State.

Research Questions

The following research questions were raised for the study:

1. What is the level of teacher classroom performance in selected secondary schools in Ekiti State?
2. What is the extent of instructional supervision in secondary schools in Ekiti?

Research Hypothesis

One hypothesis was formulated for the study:

1. There is no significant relationship between instructional supervision and teacher classroom performance.

Methodology

This study adopted descriptive research design of the survey type. The population consisted of all secondary school teachers in Ekiti State. A sample of 600 secondary school teachers and 30 principals from 30 public schools were selected through multistage sampling technique. Two local governments were randomly selected from each of the three senatorial districts. Five (5) schools were selected from each local government. 20 teachers were selected from each of the 30 public secondary schools selected using simple random sampling technique while the principals of each school were purposively selected to assess teacher classroom performance. Two self-designed instrument tagged "Instructional Supervision Questionnaire (ISQ)" and "Teacher Classroom Performance Questionnaire (TCPQ)" were used for the study. Copies of the instrument were validated by experts in the Department of Educational Management, Tests and Measurements and Evaluation in Ekiti State University, Ado-Ekiti, Nigeria. Test re-test method was used to determine the reliability of the (ISQ) and (TCPQ) and the reliability coefficient of 0.78 and 0.81 were obtained respectively. The data collected were analyzed using percentages, mean, standard deviation while Pearson Product Moment Correlation was used to test the hypothesis at 0.05 level of significance.

Results

The results of data analysis were presented under two sections: descriptive analysis and hypothesis testing.

Descriptive Analysis

In answering the research question, mean score, frequency counts and percentages were used to illustrate the responses to items in section B of Teacher Classroom Performance Questionnaire. The mean score of each of the items was compared to the criterion benchmark cut-off mean of 2.50. Items with the mean score below the cut-off were categorized into “low” level of teacher classroom performance in public secondary schools while those around the mean and above the cut-off mean were categorized into ‘Moderate’ and ‘High’ level of teacher classroom performance respectively.

Question 1: What is the extent of teacher classroom performance in secondary schools in Ekiti State?

Table 1: Extent of Teacher Classroom Performance

S/N	Level of Teacher Classroom Performance	SA%	A%	D%	SA%	Mean	Remark
1	Classroom Management	15 (50.0)	15 (50.0)	0 (0)	0 (0)	3.48	High
2	Preparation of lesson note	14 (46.7)	16 (53.3)	0 (0)	0 (0)	3.46	High
3	Teaching	10 (36.0)	18 (60.0)	2 (4.0)	0 (0)	3.32	High
4	Performance-Based assessment	9 (32.0)	18 (60.0)	3 (8.0)	0 (0)	3.24	High
5	Record keeping	10 (34.6)	16 (53.8)	4 (11.5)	0 (0)	3.23	High
6	Average	13 (31.5)	16 (54.2)	1 (8.3)	0 (0)	3.33	High

Cut-off mean: 2.50

Table 1 presents the extent of teacher classroom performance in public secondary schools in Ekiti State, Nigeria. The result using a mean score of 2.50 for the rating scale shows that all the items had mean scores above the cut-off point and the average mean score was 3.33. This

implies that the level of teacher classroom performance in public Secondary Schools in Ekiti State, Nigeria was high.

Question 2: What is the Level of Instructional Supervision in Secondary School in Ekiti State?

Table 2: Level of Instructional Supervision in Secondary Schools in Ekiti State

Level of Instructional Supervision	No of Respondents	Percentage
Low (30.00 – 68.94)	26	4.5
Moderate (68.95 - 77.25)	356	61.5
High (77.26 - 120.00)	197	34.0
Total	579	100

Table 2 revealed the level of instructional supervision in secondary school in Ekiti State. The result showed that out of 579 respondents, 26 respondent representing 4.5 percent, showed a low level of instructional supervision. The number of those whose supervision of instruction is at moderate level were 356 representing 61.5 percent while 197 representing 34.0 percent agreed that supervision of instructional level of supervision of instruction in Ekiti secondary school was moderate.

Test of Hypothesis

Hypothesis1: There is no significant relationship between supervision of instruction and teacher classroom performance.

Table 3: Relationship between Supervision of Instruction and Teacher Classroom Performance

Variables	N	Mean	Std. Dev.	r-cal	p-value
Instructional Supervision	579	73.10	4.16	0.801*	0.000
Teacher classroom performance	579	62.54	3.48		

P < 0.05

Table 3 showed r -cal (0.801) is significant at $p < 0.05$ level of significance because p -value 0.000 is < 0.05 . The null hypothesis was therefore significant. This implies that there is a significant relationship between instructional supervision and teacher classroom performance in secondary schools in Ekiti State. Hence, instructional supervision is one of the several techniques that could be employed in achieving effective teacher classroom performance.

Discussion

The study revealed that the level of instructional supervision was moderate. The probable reason why the level of instructional supervision was moderate might be due to classroom observations coupled with constructive feedback. This finding supports the finding of Danielson (2022) who delineates specific components of teaching practice that can be observed and evaluated helping supervisors provide targeted feedback for improvement.

The study revealed a significant relationship between instructional supervision and teacher classroom performance. The finding agrees with the finding of Mbatia (2016) who found out a significant relationship between instructional supervisor and teacher classroom performance. Also, the findings of Harris; Brown and Harnett (2014) agreed with this finding that instructional feedback significantly impacts teacher classroom performance. This might be due to the importance of observation, timely, specific feedback in instructional supervision that highlights both strengths and areas for improvement. Moreover, Gordan (2023) emphasized that teacher professional growth and improved teaching is not only by the supervisor but also by teacher collegiality and collaboration facilitated by the supervisor.

Conclusion

Effective instructional supervision is essential for promoting teacher growth and enhancing classroom performance. By providing support, feedback and professional development opportunities, supervisors could empower teachers to implement evidence – based practices that positively impact student learning outcomes. It is imperative to continue exploring innovative approaches to instructional supervision and addressing the challenges associated with its implementation.

Recommendations

- Consistent classroom observation and other aspect of management instructional supervision should be ensured by school principals as this could enhance teacher's classroom performance.
- School principals and other supervisors should always give useful suggestions and feedback to teachers after classroom observation.
- Checking records should always be compared with the required standards.
- Supervisors should ensure that teachers utilize the available instructional materials to improve their performance in the classroom.

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