

Influence of Supervision of Instruction on Teachers' Classroom Performance in Anambra State

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Abstract

The study was carried out to investigate the perceived influence of supervision of instruction on teachers' classroom performance in Anambra state. The purpose of the study was to find out the perceived influence of supervision of instruction on teachers' classroom performance. Three research questions and two null hypotheses guided the study. Descriptive survey research design was adopted for the study. The population of the study was 1287, made up of 40 principals and 1247 teachers. The sample consisted of 40 principals and 499 teachers in Onitsha Education zone of Anambra state. A 32-item structured question was the instrument for data collection. The reliability of the instrument was computed using Crombarch Alpha. The research questions were answered using mean scores and standard deviations while the null hypotheses were tested using t-test statistics. The findings revealed, among others, that supervision of instruction enable teachers to discover new abilities and qualities in teaching; that supervision of instruction enhances the provision of adequate instructional materials, teachers' productivity and students' performance. Based on the findings the researcher recommended, among others, that supervision should be carried out regularly, that more supervisors should be appointed, and that teachers should see supervisors as mentors.

Keywords:

Introoduction

Educational organizations are set-up by the society/government to meet its needs through efficient and effective utilization of available educational resources in schools. Therefore, it is imperative that both the society/government and the educational institutions are constantly aware of the extent to which these needs are being met. This can only be perfectly done through a systematic and regular programme of monitoring and supervision of the educational processes. Supervision is carried out by officers, so designated, from within or outside the educational institutions. They are known by various names, which include supervisors, inspectors, superintendents, headmistresses, principals, vice-principals, head of departments, among others (Noun, 2012).

Supervision is an integral part of the functions of the school administrators. As a phase of school administration, supervision of instruction is regarded as a catalyst for the improvement of the quality of the teaching and learning that go on in the school. If the educational organizations (schools) must operate efficiently in such a way that teachers can realize their potentials and ensure effective learning, then, a strong system and adequate supervision of instruction is imperative.

Instructional supervision is a constant process that aims at improving teaching and learning by providing needed services to teachers. Improving teaching is a complex process in which many elements should interact. Teachers are at the center of this improvement process. Their acceptance of instructional supervision and interaction with supervisors provide the catalyst for any supervisory success. The way teachers view supervision is very important to the outcomes of the supervision process.

Supervision has its origin from the Latin word "super video" meaning "to oversee" (Adenaike and Adebajo, 2000). Therefore, according to Akilaiya(2001), supervision can be seen as a way of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups with the hope of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs and at the same time try to emphasize the importance of good human relations in an organization.

Supervision as a concept has diverse meanings and definitions according to the individual's needs, purpose and experience. Whereas the school supervisor would perceive it as an indispensable force for improved productivity, the teacher and or the taught being supervised might view same as an attempt to harass, threaten and find fault, especially when the supervisors use traditional approach of supervision which the supervisees may not see as a source of assistance and support needed by them in realizing the educational goals and objectives. The traditional approach of supervision is a fault-finding approach in which the supervisor goes to a school to criticize and condemn teachers, not seeing anything good in them (Adenokun. 2000). Educational supervision is the process or act of seeing to it that the policies, principles and methods established for achieving the objectives of education are properly and successfully carried out (Akilaiya, 2001). This process involves using expert knowledge and experience to oversee, evaluate and co-operatively improve the conditions and

methods of doing things connected with the teaching-learning process in school.

Supervision invariably means different things to people. People interpret it according to their purposes, needs and experience. A supervisor may consider supervision as a positive programme for enhancing teaching and learning where as a teacher may see it as a threat; or an attack on his person and his profession. Some teachers though may see it as a source of assistance and support. To the principal, it may be an acquisition of knowledge. Supervision is essentially the practice of monitoring the performance of school staff in instructional delivery, noting the merits and demerits, and using befitting and amicable techniques to ameliorate the flaw while still improving on the merits thereby increasing the standard of instructional delivery and the achievement of educational goals. To supervise, means to direct, oversee, guide or to make sure that the expected standards are met. It is not fault finding or inquisition but, guidance, assistance, sharing of ideas with all those involved in the process of teaching and learning. According to the National Open University of Nigeria (NOUN) (2012), it means the facilitation or creation and continuous improvement of the learning and teaching environment and thus, helping the teacher and the learner to realize their full potentials in their respective careers. As a matter of fact; supervision takes place in school organizations which is a social system with a number of interacting sub-system; such as the teaching sub-system; the school sub-system; the management subsystem; the instructional sub-system, the counseling sub-system and the curriculum sub-system. The need to supervise the instructional process cannot be over emphasized; hence most of the school activities and all the school programmes require supervision. Supervision of instruction is a process of assisting the teachers to improve himself and his instructional abilities so as to enhance effective teaching and learning (Ogumsanya, 2006). It is a service rendered to teachers which is directed towards controlling the quality of their classroom instruction. Supervision of instruction aims at identifying areas of work that need to be improved upon.

Oraemesi (1997) is of the opinion that supervision of instruction is important for a number of reasons. According to him, the supervisee learns during supervision, since the supervisor is more knowledgeable, he corrects and advises the supervisee. This is done through friendly interaction. It also enhances personal professional growth of the

teacher since interaction and greater knowledge gained at supervision promotes personal growth. The ultimate purpose of school supervision, according to Cobb (2000), is human professional growth which they promote by supplying continuity and constant re-adaptation in educational programme.

Education has been known to be the antidote to poverty and ignorance and the key for unlocking natural resources' (Obaji, 2006). Since education is accepted to be an instrument of change, teachers serve as the main operators of the instrument while the students are referred to as the raw materials to be processed on which the change would be manifested over a period of time (Adenaike and Adebajo, 2000). In an attempt to ensure that the value of education is being derived at all levels, some officials are charged with the responsibility to monitor the performances of all those who run education, especially those in schools in order to find out or assess the extent of achievement of the goals of education.

Instructional supervision can be done either through internal supervisors who are Heads of school, their assistants, and the Heads of departments, or through External supervisors who are resource persons and consultants like university professors, education researchers, and curriculum consultants and designated officials from the Post Primary Schools Service Commission (PPSSC). Instructional supervision is a great determinant of a school's quality, it can effect it either positively or negatively.

The need to improve the teaching and learning capabilities of teachers and students is often the basis of this type of interaction. Interaction between a supervisor and teachers involves situations where the teacher sees the supervisor as a helper and not as a task master. The teacher freely pours out his mind about his feelings to the supervisor and the supervisor is always ready to assist the teacher and not to 'lord' it over him. Availability of teaching materials (like textbooks, audio visual aids) helps a great deal in improving teaching/instructions in the class. It makes teaching and learning easier for both teachers and students. Conferences and seminars involve organizing programmes by instructional supervisors for teachers that center on themes relating to classroom instruction during which papers on different topics (educational) are presented and questions are asked. This makes teachers discover new teaching methods and also provides avenue to ask questions and improve teaching skills. This in turn improves their performances.

Bosah (2010) observed that teachers have been accused of divided loyalty, non-chalant attitude and indiscipline which lower the performance of both teachers and learners. Performance is seen as an act, process or manner of executing, performing or functioning. It can also be seen as an action seen, noticed or felt due to its effects on the people's lives or way of thinking. Classroom performance is the act or process or manner of executing teaching functions in the classroom by the teacher through discipline, teaching/instruction, punctuality in class, methodology, class control, neatness of the class, and students exercise (Akudo, 2010). Eneasator, Bosah, Azubuike and Akudo (2010) believed that the ultimate goal of schooling is learning on the part of the students. What they learn, however, depends on the teachers' performance, which is a product of many factors, such as their commitment, professional growth, school environment, prevailing culture, teachers' innovativeness and teachers' resourcefulness. Parents now complain about their wards' inability to communicate effectively in English and also that their wards' academic performances have greatly and drastically reduced. They now see the school system as fast losing its glamour and orientation which is affecting the attainment of national aims in education. To restore this, the need for instructional supervision process cannot be over emphasized (Eneasator 2012). The author further observed that effective supervision of instruction reinforces, empowers and enhances teaching practices that would contribute to improve Students' learning. By skillfully analyzing performance and appropriate data, meaningful feedback and direction to teachers can have a profound effect on the learning that occurs in each classroom.

Technically, supervision of instruction is the act of on-the-spot check of the teaching learning situation in the school, with a view to assisting the teachers solve their instructional problems in order to bring about improvement in instruction and thereby facilitate students' learning. Also, it is a process of seeing that the policies, principles and methods, established for achieving the objectives of education are proper and successfully carried out.

In line with the above, the Post Primary Schools Service Commission (PPSSC) which responsibility it is to control secondary education in Anambra state emphasizes greatly on supervision of instruction in the secondary schools. It is through supervision that the board offers great assistance to the classroom teachers through the designated school officials. These people have important roles to play in helping teachers to achieve the objectives of the secondary schools

as was stated in the national policy on education (Federal Republic of Nigeria, 2004). And how teachers perceive the help given by these officials will determine if these objectives will be achieved or not.

In Anambra state, there are designated instructional supervisors charged with the responsibility to organize seminars and conferences for teachers. They supply guidelines to schools for teachers to work with in order to improve classroom instructions. However, sometimes some of these supervisors instead of being friendly with teachers during supervision seem to become inspectors of the old that are fault finders. They seem to lack supervisory qualities/skills and show poor interpersonal relationship that is capable of determining any meaningful efforts made by the teachers. Some interfere with and or disapprove of what is going on in the classroom thereby making teachers afraid and nervous.

The rationale for this study is to investigate the perception of teachers on the influence of supervision of instruction on teachers' efforts towards the realization of the objectives and goals of classroom instruction. There is a great need to investigate the way teachers perceive the influence of supervision of instruction on teachers' classroom performance in Anambra state. This study is therefore concerned with the perception of teachers on the influence of supervision of instruction on the classroom practices of teachers in Anambra state.

Statement of the Problem

In an attempt to improve the quality of education, more focus is being put on teachers. This focus is based on the assumption that teachers are the implementers of educational programmes and the executors of educational curricula. It is also based on the fact that most teachers do not possess the right attitude to work. Some lack interest in the job while others lack basic knowledge or formal training. Some teachers in the school system may feel that they are more professionally qualified than some members of the supervisory team and may wonder why they should submit themselves for supervision to such supervisors. Sometimes they would also feel that they are senior to some of the supervisors. There are teachers who are never ready for supervision at any point in time; such teachers do not take kindly to supervision exercises. Some teachers may feel that the supervisors have come to identify their faults and punish them while others may regard them as agents of the government who have come to x-ray them and report to government their shortcomings.

Supervision is expected to take place as often as possible in every school and supervisors should be seen as helpers to the teachers in their instructional functions. Teachers are expected to co-operate with supervisors since the latter are professionally trained to guide, encourage, stimulate and advise the teachers in the joint effort to make them productive and thus promote effective teaching and learning in the schools. This study attempts to investigate the perception of teachers as regards the influence of supervision of instruction on teachers' classroom performance. The problem of this study therefore is: what are the perceived influences of supervision of instruction on classroom performance of teachers in Anambra state.

Purpose of the Study

The main purpose of this study is to determine the influence of supervision of instruction on teachers' classroom performance. Specifically, this study investigated:

1. The extent supervision of instruction influence teachers' instructional delivery.
2. The extent supervision of instruction influence teachers' use of instructional materials for effective classroom performance.
3. The extent supervision of instruction influence teachers' professional growth.

Significance of the Study

The study has both theoretical and practical significance. In particular, two theories of supervision (Systems theory by Vilfredo Pareto and human relations theory by Mary Parker Follett) were reviewed. The present study is considered to be theoretically significant because the findings will determine whether supervisory behaviour of supervisors affect the whole school life or not. This will validate or revalidate the principles or thrust of systems theory and the Human relations theory.

This study will be of benefit to the following groups: teachers, school administrators, Education Board, the Parents Teachers Association (PTA), and researchers interested in supervision of instruction.

The findings of this study will help teachers to understand and appreciate the importance of supervision of instruction in effective classroom performance. It will help them understand that instructional supervisors are there to assist them and not to harass them.

The study will help the school administrators to have understanding about the teachers' perception of the influence of instructional supervision on their classroom performance. And this understanding will help them realize that the perception of teachers towards supervision of instruction can make or mar the school activities. This is because classroom instruction is one of the major activities in the school and the school is like a factory that processes the students into finished products. Also, it will help the school administrators to know the extent to which attendance to conferences and seminars improves teachers' classroom performance. This will make them encourage teachers to participate more in conferences and seminars. Teachers are the main targets of supervisors' work. Teachers' view on the influence of what is being done for them and their reactions to it is very important in planning and implementing successful instructional supervision. This study will be an eye opener to the authorities in education (ie. Education Board), most especially instructional supervisors, to understand that the way they supervise teachers has a great influence on teachers' classroom performance and that how teachers view their influence contributes greatly to classroom instruction, and that how they interact with teachers will help the teachers to improve on their interaction with the students.

The findings will help the Parents Teachers Associations (PTA) know that supervision has a great influence on teachers' classroom performance. This will make them provide enough instructional materials to improve classroom performance of teachers. It will also be an eye opener to them as part of external supervisors to know that the way they supervise has a great influence on teachers' classroom performance, and that the interaction between them (as part of external supervisors) and teachers should be improved to get desired results.

The findings will help researchers to better understand supervision of instruction and help in their researches. It will also assist them in their review of empirical studies because it will contribute to the existing knowledge and works on supervision of instruction.

Scope of the Study

This study was carried out in Onitsha Education zone of Anambra state. Anambra has six education zones which are; Onitsha, Aguata, Nnewi, Otuocha, Awka and Ogidi Education zones. The study involved all the teachers in Junior Senior Secondary schools. The content scope will look the extent teachers perceive that supervision of instruction influences teachers instructional delivery, the extent teachers perceive

that supervision of instruction influence teachers use of instructional materials for effective classroom performance and the extent teachers perceive that supervision of instruction influences teacher's professional growth.

Research Questions

The following research questions guided the study:

1. To what extent do supervision of instruction influence teachers' instruction delivery?
2. To what extent do supervision of instruction influence teachers' use of instructional materials for effective classroom performance?
3. To what extent do supervision of instruction influence teachers' professional growth.

Hypotheses

The following null hypotheses were formulated to guide the study

Ho1 There is no significant difference between the mean ratings of principals and teachers with regard to the influence of instructional supervision on teachers' instructional delivery.

Ho2: There is no significant difference between the mean ratings of principals and teachers with regard to the influence of instructional supervision on teachers' professional growth.

Method

The design of the study is descriptive survey design, which aimed at finding out the perception of teachers as regards the influence of supervision on their classroom performance in Anambra State. This study was carried out in Onitsha Education zone of Anambra state. The population of study comprised all the principals and teachers in Onitsha Education zone comprising forty (40) principals and one thousand two hundred and forty-seven (1247) teachers serving in the thirty secondary schools in the zone. The sample for the study was 539 respondents made up of the entire 40 principals in the zone and 40% of the teachers (499 teachers) randomly selected for the study.

Questionnaire was the instrument used to collect data for this study. The instrument had two sections, A and B. Section A sought information on the personal data of the respondents. Section B has 32

items in three clusters of A, B and C. The three clusters have response options of Very High Extent (VGE), High Extent (GE), Little Extent (LE) and Very Little Extent (VLE). The questionnaire was validated by two experts in Education Administration and Planning, and one expert in Measurement and Evaluation in the Faculty of Education, University of Nigeria, Nsukka. The internal consistency of the instrument was established using Crombach Alpha where a reliability index of 0.95 was obtained.

The questionnaire was administered to and collected from the teachers directly by the researcher and four trained research assistants. This enabled the researcher to receive all the instruments from respondents. The data collected were analyzed using inferential statistics while real limit of numbers 0.50 - 1.49, 1.50 - 2.49, 2.50 - 3.49 and 3.50 - 4.00 was used in determining decision levels. Mean scores and standard deviation were used to answer the research questions. The t-test statistics was used to test the null hypotheses.

Results

The results of the data analysis based on the three research questions, and the two null hypotheses that guided the study were presented in line with the research questions.

Research Question 1

S/N		Principals			Teacher s		
		X	SD	Dec	X	SD	Dec
1	Interaction with supervisors discover new abilities and Teachers	3.64	0.84	VHE	3.58	0.96	VHE
2	Interaction with teachers ginger towards giving students more	3.81	0.54	VHE	3.68	0.62	VHH
3	Interaction with supervisors to make their students to in the class	3.12	0.62	VHE	3.06	0,68	VHE
4	Supervision of instruction discipline in the class	3.66	0.54	VHE	3.44	0.66	VHE
5	Interaction with supervisors avoid supervision	3.06	0.65	VHE	2.78	1.02	VHE
6	Teachers expect supervisors and there to put in their best	3.78	0.48	VHE	3.82	0.54	VIIF
7	Supervision of instruction	3.86	0.32	VHE	3.86	0.44	VHE

8	Some supervisors scare teachers circumventing the objectives of	3.76	0.51	VHE	3.86	0.48	VHE
9	Supervision of instruction brings professional growth and	3.74	0.61	VHE	3.72	0.45	VHE
10	Supervision of instruction attitude towards instructional	3.64	0.66	VHE	3.54	0.60	VHE
	Cluster mean	3.61	0.58	VHE	3.63	0.64	VHE

To what extent do teachers perceive that supervision of instruction influences their instructional delivery?

The data for answering the above research question are presented on Table 1

Table 1: Mean ratings of principals and teachers on the extent that teachers perceive that supervision of instruction influence their instructional delivery

Data presented on Table 1 above showed the mean ratings and standard deviations of principals and teachers on the extent that teachers perceive that supervision of instruction influence their instructional delivery. Based on the data above, both the principals and the teachers shared the view that teachers to a very high extent perceived that supervision of instruction influence their instructional delivery. The cluster means are 3.61 (for principals) and 3.63 (for teachers) in a four-point rating scale and these indicate that teachers perceive that supervision influences their instructional delivery to a very great extent.

Research Question 2

To what extent do teachers perceive that supervision of instruction influences their use of instructional materials for effective classroom performance?

The data for answering the above research question are presented on Table 2 below

Table 2: Mean ratings of principals and teachers on the extent that teacher perceive that supervision of instruction influence their use of instructional materials.

S/N		Principals		Teachers			
		X	SD	Dec	X	SD	Dec
11	The quality of instructional materials is continually improved by	3.24	0.65	HE	3.16	0.74	HE
12	Adequate teaching materials as supervisors motivate teachers and	3.32	0.70	HE	3.24	0.63	HE
13	Adequate teaching materials as supervisors make teachers to be	3.11	0.65	HE	3.54	0.64	VHE
14	Availability of instructional by supervisors improves teachers'	3.68	0.60	VHE	3.86	0.46	VHE
15	Availability of instructional by supervisors encourages teachers	3.02	0.84	HE	3.12	0.64	HE
16	Adequate use of instructional directed by supervisors make	3.44	0.66	HE	3.44	0.65	HE
17	More Availability of instructional by supervisors make teaching less	3.11	0.67	HE	3.44	0.65	HE
18	more enjoyable for teaches supervisors helps students	3.44	0.66	HE	3.46	0.63	HE
19	faster the subject matter i Provision of adequate teaching	3.48	0.60	HE	3.62	0.68	VHE
20	directed by instructional supervisors classroom instruction easier	3.46	0.63	HE	3.36	0.63	HE
	Adequate teaching materials as supervisors helps teachers teach						
	Cluster mean	3.33	0.66	HE	3.42	0.63	HE

The data on Table 2 showed the means ratings of principals and teachers on the extent that teachers perceive that supervision of instruction influence their use of instructional materials for effective classroom performance.

Based on the data, the two groups of respondents shared the view that teachers perceived that to a high extent supervision of instruction influences their use of instructional materials for effective classroom performance. This is further indicated by cluster means of 3.33 (for principals) and 3.42 (for teachers) in a four-point rating scale.

Research Question 3

To what extent do teachers perceive that supervision of instruction influences their professional growth and development?

The data for answering the above research question are presented on Table 3 below

Table 3: Mean ratings of principals and teachers on the extent that Teachers perceive that supervision of instruction influence their professional growth

S/		X	SD	P			
				Teachers			
				Dec	x"	SD	Dec
21	Through seminars	3.16	0.67	HE	3.12	0.66	HE
	supervisors group						
	decision-making and						
	used / applied by						
22	Conferences and	3.32	0.70	HE	3.36	0.66	HE
	supervisors help in						
	in teachers						
23	Through seminars	3.54	0.60	VHE	3.56	0.68	VHE
	supervisors, teachers						
	• competent in their						
24	Attending seminars	3.06	0.74	HE	3.16	0.72	HE
	supervisors makes						
	confident in their						
25	Conferences and	2.74	. 0.74	HE	2.64	0.86	HE
	supervisors make						
	challenges squarely						
26	Interaction with	3.88	0.36	VHE	3.84	0.41	VHE
	teachers discover new						
	qualities in their						
27	Conferences and	3.54	0.62	VHE	0.56		VHE
	supervisors give						
	subject matter which						
	easier for teachers						
28	Conferences and	3.64	0.86	VHE	3.56	0.41	VHE
	supervisors make						
	people's opinions						
	reliant on class						
29	Through seminars	2.84	0,92	HE	2.76	0.76	HE
	supervisors, teaching						
	solved, and teachers						
	effective in the class						
30	Attending seminars	2.82	0.94	HE	2.76	0.76	HE
	supervisors introduce						
	techniques that help						
	in the class						

31	Attending seminars	2.74	0.76	HE	2.78	0.76	HE
	supervisors help						
	of their lesson notes						
32	Seminars organized	2.87	0.88	HE	2.84	0.92	HE
	teachers in						
	Cluster mean	3.18	0.73	HE	3.17	0.70	HE

Data presented on Table 3 showed the mean ratings of principals and teachers on the extent teachers perceive that supervision of instruction influences their professional growth and development. From the data the two groups of respondents shared the opinion that teachers to a very high extent perceived that supervision of instruction influence their professional growth and development. The cluster means are 3.18 (for principals) and 3.17 (for teachers) in a four-point ratings scale which indicate that teachers perceive to a high extent that supervision of instruction influences their professional growth and development.

Hypothesis 1

There is no significant difference between the mean ratings of principals and teachers with regard to the extent to which teachers perceive that instructional supervision influences teachers' instructional delivery.

To test the hypothesis, a t-test analysis was carried out using the cluster mean scores and standard deviations obtained from items 1 to 10 of the instrument. Table 4 below showed the summary of the analysis.

Table 4: Summary of t-test for hypothesis one

Subjects	N	X	SD	Df	Is_	t-cal	t-table	Dec
Teachers	40	3.61	0.58	538	005	-0.21	1.96	Accepted
Students	499	3.63	0.64					

Table 4 above showed the t-test analysis of the mean difference in the responses opinions of principals, and teachers on the extent that teachers perceive that supervision of instruction influence teachers' instructional delivery.

It is observable from the table that the calculated t-value was -0.21 at 538 degree of freedom and at 0.05 level of significance. Since the calculated t-value of -0.21 is less than the critical table value of 1.96, the hypothesis is not rejected. In other words, there is no significant difference between the mean ratings of principals and teachers on the

extent that teachers perceive that supervision of instruction influence their instructional delivery.

Hypothesis Two

There is no significant difference between the mean ratings of principals, and teachers on the extent to which teachers perceive that supervision of instruction influences teachers' professional growth and development.

A t-test analysis was carried out with the cluster means scores and standard deviations obtained from items 21 to 32 of the instrument. The summary of the t-test analysis is presented on Table 5 below.

Table 5: Summary oft-test for hypothesis two

Subjects	N	X	SD	Df	LS	t-cal	t-table	Dec
Teachers	40	3.81	0.73	538	0.05	0.08	1.96	Accepted
Students	499	3.17	0.70					

Table 5 above shows the summary of the t-test analysis of the mean ratings of principals and teachers on the extent that teachers perceive that supervision of instruction influence teachers' professional growth and development

From the above table, one can observe that the calculated t-value is 0.08 at 538 degree of freedom and at 0.05 level of significance. Since the calculated t-value of 0.08 is less than the critical table value of 1.96, the hypothesis is not rejected. There is therefore no significant difference between the mean ratings of principals and teachers on the extent that teachers perceive that supervision of instruction influences their professional growth and development.

Discussion

With reference to research question one, which dealt with the extent teachers perceive that supervision of instruction influences their instructional delivery, evidence from the findings indicated that the principals and teachers share the view that the teachers, to a very extent perceive that interaction with supervisors: enables them, discover new abilities the qualities of teaching, ginger teachers towards giving students more exercises, makes teachers to make their students to

participate actively in the class, and makes teachers avoid supervision. The principals and the teachers also share the view that, to a very high extent, the teachers perceive that supervision of instruction: engenders discipline in the class, enables teachers to improve their classroom performance, brings about professional growth, and changes teachers' attitude towards instructional delivery.

The findings agreed with Okeke (2012) that supervision increases the standard of instructional delivery and achievement of educational goals. The findings also agreed with Igwe (2001) that to supervise means to make sure that the expected standards are met. The National Open University of Nigeria (NOUN) (2012)' observed that supervision of instruction facilitates continuous improvement of teaching and learning environment and thus help the teacher and learners to realize their full potential. Ogunsanya (2006) observed that supervision of instruction assists teachers to improve themselves and their instructional abilities.

Research question 2 which is on the extent Teachers perceive that supervision of instruction influences their use of instructional materials for effective classroom performance, showed that the principals and the teachers share the view that, to a very high extent: teachers perceive that supervisors' reports continually improve instructional materials. They also hold the view that through supervisors' reports adequate teaching materials motivate teachers and students to a very high extent; adequate teaching materials make teachers to be more dedicated to a very high extent; and that adequate use of instructional materials make students concentrate more. The respondents also indicated that the teachers to a very high extent perceive that supervisors' reports improve availability of instructional materials which in turn improves teachers' productivity, encourages teachers to be more creative in the delivery of their lesson, makes teaching less stressful and more enjoyable for teachers, and helps students understand better and faster. The respondents also to a very high extent share the view that adequate provision of teaching facilities influenced by supervisor reports helps to make classroom instruction easier, and helps teachers' teach more effectively.

The findings agree with Ogunsaju (1983) that one of the purposes of supervision of instruction is providing technical assistance to teachers such as preparation and use of teaching aids. Supervision helps to improve teaching aids such as audio-visual aids, instructional materials among others. The findings agree with Adenaike and Adeanjo (2000) that availability of

teaching materials helps a great deal in improving teaching in the class. It makes teaching and learning easier for both teachers and students.

Research question 3 which is on the extent that teachers perceive that supervision of instruction influences teachers' professional growth and development, indicated that the principals, and teachers share the view that to a high extent through seminars organized by supervisors, group participation in decision-making and problem-solving is used / applied by teachers, that to a high extent conferences and seminars organized by supervisors help in bringing out the best in teachers, that to a very high extent through seminars organized by supervisors, teachers are made competent in their instructional delivery; and that to a high extent attending seminars organized by supervisors makes teachers exposed ;and competent in their subject areas. The principals and teachers also are of the opinion that to a high extent conferences and seminars organized by supervisors make teachers tackle challenges squarely; that to a very high extent, interaction with supervisors makes teachers discover new abilities and qualities in their calling; that to a very high extent conferences t and seminars organized by supervisors give more information on subject matter which makes teaching easier; that to a very high extent, seminars and conferences make teachers seek other peoples' opinion; that to a high extent, attending seminars introduce teachers to new techniques that help them perform better; that to a high extent, seminars help teachers in preparation of their lesson notes; and that to a high extent, seminars organized by supervisors help teachers in classroom management.

The findings agreed with Oraemesi (1997) that supervision of instruction enhances personal professional growth of the teacher since interaction and greater knowledge gained at supervision promotes personal growth. The findings agree with Cobb (2000) that the ultimate purpose of supervision is human professional growth which it promotes by supplying continuity and constant re-adaptation in educational programme. Firz (2006) observed that supervision of instruction directs, helps, guides and stimulates growth in subordinates in order to improve the quality of instruction. Beach and Reinhartz (2000) observed that supervision of instruction promotes the career long development of teachers. The findings agree with Nwangwu (2002) that supervision of instruction assists a teacher to improve himself and his instructional abilities. Supervision of instruction provides a guide for staff development, and improves incompetent teachers.

Conclusions

The following conclusions have been drawn from the major findings of the study.

1. Interaction with supervisor enable teachers discover their potentials, ginger teachers to put in their best
2. Supervisor of instruction makes teachers sit-up, and enables them to improve on their performance
3. Supervision of instruction ensure provision of instructional materials
4. Supervision of instruction ensures that teachers use instructional materials in lesson delivery
5. Supervision makes "both the teachers and the students focused
6. Supervision of instruction brings about professional growth and development
7. Supervision of instruction provides teachers the opportunity to learn from one another and to learn new techniques in instructional delivery

Recommendations

In the light of the findings of the study, and the educational implications the researcher makes the following recommendations:

1. Supervision of instruction should be regularly carried out in schools for school effectiveness
2. More supervisors should be appointed for schools to enable them cover all the schools
3. The supervisor should be trained and retrained in school supervision to enable them function effectively in their duties
4. The teachers should see the supervisors as mentors who are ready to assist them to grow and improve rather than seeing supervisors as people whose object is to find fault with the teachers.
5. The supervisors of instruction should be encouraged and motivated so that they carry out supervision with commitment and interest
- 6: Supervisors' reports should be effectively used to improve instructional delivery in schools.
7. Conferences and seminars should be regularly organized for supervisors to update in instructional service delivery so that they can impart current knowledge to teachers

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