

---

**PLAN IMPLEMENTATION IN TEACHING-LEARNING OBSERVATIONS:  
MANAGEMENT IMPLICATIONS FOR DIAGNOSTIC SUPERVISION OF  
SECONDARY SCHOOLS IN CALABAR, NIGERIA**

**Ekpenyong E. Ekanem Ph.D**

Department of Educational Administration and Planning, Faculty of Education, University of Calabar, P.M.B. 1115, Calabar, Nigeria.

---

**ABSTRACT:** *Instructional leadership may affect much innovation only if plan implementation can be properly monitored for improved educational outcomes and expectations. Therefore, this study explored plan implementation in Teaching-Learning Observations (TLOs) and its implications for diagnostic supervision of secondary schools in Calabar, Nigeria. The justification of this study was to determine the power of prediction of instructional plan design and plan monitoring on qualitative teacher education programme for professionalism. A descriptive survey design study was adopted with two research hypotheses to guide the investigation. A stratified random sampling technique was used to select 200 teachers out of 590 teachers. Data was collected using researcher designed questionnaire. Percentages, population t-test and multiple regression analysis were applied to statistically analyze data collected. Results obtained revealed that instructional plan implementation could determine the magnitude of teaching-learning observations in the secondary schools studied. It was concluded that proper plan design and plan monitoring were critical conditions which could guarantee better educational outcomes and professionalism. It was recommended that participatory effort should be encouraged among teachers to maintain critical path of quality instructional service delivery for the achievement of diagnostic supervision.*

**KEYWORDS:** Supervision, Diagnostic, Teaching, Learning, Plan.

---

## **INTRODUCTION**

Secondary schools are characteristically endowed with some attributes and abilities to stand the test of time and face the competitive challenges among others. This is why diagnostic supervision as a responsive measure in the school system is needed for innovations in order to ensure enduring and lasting attributes. According to Ayodele (2010), Teaching-Learning Observations (TLOs) is an essential process to adopt and adapt best practices in improving teachers' professional growth, curriculum instructions and total programme for education. The internal organisation and plan implementation can only be effectively achieved when educational administrators ensure that resources (in human and material terms) are directed and utilized to proper educational ends. Therefore, this study sets out to investigate the predictive power of plan monitoring progress on TLOs and its implications for diagnostic supervision of secondary schools in Calabar, Nigeria.

Diagnostic supervision is the measure of attaining desirable response in educational institutions through interactions of the workforce. It is a participatory approach that facilitates learning change in relationship with stated objectives. Asiyai (2010) defines diagnostic supervision simply as a responsive individualized supervision. The implication of this is that it is a school supervision device that responds to the individual needs, interests and ability of teachers, as the

heart of quality education. This tends to represent a precondition of change in the society since school administrators most often interpret already developed syllabus for teaching. This is because in most cases, teachers yield to routine, stereotyping and/or even unrealistic sentiments (Ejiogu, 2000). This requires effective control of the school system for quality attainment through monitoring of instructional plan.

Effective control of the school system involve providing professional assistance and guidance to teachers and students for effective teaching and learning towards improved students' learning. It follows that instructional supervision in effective administration is one of the skills needed in instructional leadership. In Champaign (2010), supervision is define as the systematization of interaction of those responsible for operating within the structure of the program. Coolantonio (2009) sees it as a process of overseeing the work of teachers with the aim of assisting them to solve their instructional problem such that students can benefit maximally from the classroom activities. Diagnostics supervision in this study connotes the response measure in the secondary school system following interactions of actors who are greatly influenced by predetermined programme of action. The fact remains that teachers as technical experts in a school system should be adequately mobilized and equipped in order to bring about high quality and sustainable instructional delivery.

Teaching-learning observations (TLOs) becomes critical in a school system since instructional supervision is basic of every successful school for improved educational outcomes and expectations. TLOs is a process of encouraging teachers through observations to adopt and adapt practices in improving the overall quality of teaching and learning at the classroom level. In Ayodele (2010), it is a tool for teacher in-service professional development through teaching observations by core groups of personnel at different grades/levels in education. This involves promoting reflectivity in TLOs in order to impact on teachers' effectiveness through effective monitoring of instructional plan.

TLOs variables in this study include structure for classroom visitation/observation, communication with teachers, mentoring of beginning teachers, attendance recording, teachers field trips, use of ICT in teaching, motivation of teachers, checking of lesson notes, inter-school/inter-class visitations and pre/post visitation conference (Ayodele, 2010 and Ejiogu, 2000). These enables the measure of affectivity and reflectivity in TLOs vis-à-vis the realistic management plans for effective and efficient management of the system at secondary school level. Ajayi (2002) attests that the quality of graduants relates not only to the conditions under which students learn but also the extent to which resources are being harnessed for productive use. A good instructional plan implementation can direct, guide and support learning activities by providing facilities, space, good pedagogy for both teachers and students.

Plan implementation in TLOs connotes that the educational managers (school inspectors) are to ensure that the activities are effectively and systematically directed by plans as guides to organize, direct, coordinate and supervise activities in the school system. Plan implementation involve plan design and monitoring with variables such as the right structure, inter-personal relationship, reinforcement of teaching, teaching-learning environment, goals and values, continuous development programmes, standard of delivery, collaboration and change (Hartman, 2010 and Ekanem, 2014). The variables measure the essential link between real needs and policy options in terms of teachers' needs, interest and knowledge/skill derived from TLOs of their educational experiences. In Udosen (2003), educational experiences was presented in a broader view in terms of human capabilities to identify and solve problems, established good working relations, relationship with others, organized and manage themselves

responsibly, collect and evaluate information, communication in different ways and the capacity to develop a consistent world view. A study of Okebukola (2002) indicated a low national average in educational experiences (32.62 mean) for primary school teachers in Nigeria. No study was identified among teachers in secondary education level. This study was conducted to fill that vacuum.

Other research findings are conflicting in this direction. Some studies have opined that instructional plan implementation is not a valid prediction of educational outcome and expectations (Oladosu, 2004 and Ehindero, 2006). This is because qualified teachers are professionals with specialised training, job ethics, prestige and privileges for effective quality and service delivery in the teaching profession. According to Oladosu (2004), teaching involve a teacher, a learner, and a content (in form of knowledge facts, information and skills) to be imparted. Hence, a qualified teacher had high self-concept with legal backing to ensure protection in all his practices (Ekanem, 2011; and NTI, 2007). This assertion confirms that membership of teaching profession is drawn within the confines of the enabling law. However, instructional supervision is necessary as an activity aimed at bringing about meaningful learning through a method that is morally and pedagogically acceptable (Olatunji, 1996 and Ehindero, 2006). Teachers are therefore left to practice and make use of their initiatives in line with global best practices within the classroom as well as outside the classroom. Based on this administrative challenge, the researcher becomes curious in investigating plan implementation in TLOs towards diagnostic supervision of secondary school in Calabar, Nigeria.

The significance of the study will be seen in its acting as an inspiration for public secondary schools to be committed to diagnostic supervision among other potential benefits of the research. This is because public school system is prevalent to neglect and insensitive attitude of its provider towards it. The government, educational administrators, students and parents will equally find the study useful as secondary education is a melting point of education due to the subjects taught and learnt. The study is particularly important to scholars since it predicts the plan monitoring process on the TLOs as the key to responsive supervision within the secondary education system.

The scope of the study is delimited to secondary education teachers assessment of plan implementation in TLOs and the extent it can guarantee diagnostics supervision in the public school system. This is due to the fact that the school system has intimate close ties to national socio-political and economic development. Public secondary school system being one of the major nerves that sustains society in knowledge production, this investigation wishes to contribute to filling of the gap and hence, to bring added knowledge to the literature.

### **Statement of the Problem**

The problem of this study is poor quality education outcome attributed to a neo-liberal educational planning framework prevalent among the public secondary schools in Calabar, Nigeria. An observed issue in the school system reveals mental laziness, corruption and sharp practices among teachers which may result in abandoning innovative educational plans. This seems to create identifiable gaps between planning and implementation resulting in negative outcome and poor developmental impacts on teachers. The implementation framework in the secondary schools seems to dampen rapid expectations of teachers and cannot fast-track teachers' development within a reasonable timeframe. Possible factors of plan implementation in TLOs include poor structure in classroom visitation, poor inter-personal relationship, lack of training, poor values in teachers, poor motivation of teachers, lack of constructive

collaboration and poor response to challenges. However, research findings are conflicting as often times, teachers are seen as professionals that possess both unique and general background to draw out from them improved work schedules for quality service delivery. This study is therefore necessary to fill the gap by using plan implementation to predict teaching-learning observations and its implications for diagnostic supervision..

Several efforts have been made by policy makers in education to ameliorate this problem but the results are still discouraging. This study is necessary now in order to solve the problem of quality education, teachers' needs and professional growth of teachers vis-a-vis diagnostic supervision in the secondary school system. The question remains: can plan implementation be an important predictor of teaching-learning observations? This study is design to find an answer to this poser.

### **Research Hypotheses**

1. There is no significant low effect of plan implementation in Teaching-Learning Observations (TLOs).
2. There is no significant prediction of plan implementation on the Teaching-Learning Observations (TLOs).

### **METHODOLOGY**

This study adopted a descriptive survey design because it involved the use of representative sample from a population, and the drawing of inference based on available data analyzed. The study area was Calabar in South-South Nigeria. It covered 14 public secondary schools located therein, eight in Calabar Municipality while six were in Calabar South Local Government Area.

A sample size of 200 teachers was drawn from the staff population of 590. Teachers were the participants while principals, vice principals and unit heads were the observers. The observers acted as mentors while the teachers became the mentees for the improvement of teaching and learning process. A stratified random sampling technique was adopted. The stratification was done along the public secondary schools in Calabar Municipality and Calabr South Local Government. 34 percent of the subjects was then collected using a simple random sampling method. Further breakdown of the sample comprised of 100 teachers drawn from schools in each of the local government areas.

Data collection was carried out using twenty eight (28) items questionnaire constructed with the compliance elements of plan implementation in teaching-learning observations for solving the problem of diagnostic instructional supervision. The scoring of the instrument was based on 4-points Likert rating scale with responsive categories of strongly agree (4-points), agree (3-points), strongly disagree (2-points) and disagree (1-point). The instrument was face-validated by subjecting the items to the critical judgment of two experts, one in Educational Management and the other in Measurement and Evaluation. The reliability test was ascertained with test retest method using Spearman Rank correlation to yield a reliability co-efficient of 0.87. This value indicated that the instrument was reliable for use in achieving the research objectives.

The administration of the instrument was done by the researcher and his trained research assistance. The percentage of response was 100 per cent. The data collected was analyzed using statistical technique of percentages, population t-test, and regression analysis.

### Data Analysis and Results

The information gathered from the sampled teachers were used to determine plan implementation in TLOs with statistical techniques of percentages, population t-test and multiple regression analysis. The analysis was shown in table 1, 2 and 3.

### Hypothesis One

There is no significant low effect of plan implementation in Teaching-Learning Observations (TLOs).

**TABLE 1: Percentage of responses of teachers to plan implementation in TLOs**

s/n	Items	Yes Agreement	No Disagreement	Total %
1	The right structure in classroom visitation and observation.	62	38	100
2	Good inter-personal relationship in communication with teachers.	38	62	100
3	Reinforcement of teaching practice in mentoring of beginning teachers by experienced teachers.	65	35	100
4	Positive teaching and learning environment in using students to record teachers classroom attendance	41	59	100
5	Common goals and values in teachers field trip outside school environment.	67	33	100
6	Continuous training and development programme in the use of ICT in teaching.	32	68	100
7	Motivation of teachers through praise, recognitions and sponsoring in workshops.	70	30	100
8	Instructional delivery and maintenance of standards in checking teachers' lesson notes.	66	34	100
9	Close constructive collaboration in inter-school and inter-class visitations by teachers.	27	73	100
10	Response to change in pre-and post-visitation conference with teachers.	60	40	100

N=200 in all cases.

The result of the data analysis presented in table 1 have shown generally that the sampled teachers exhibited positive opinion towards the TLOs. For example 62 percent of the teachers agree to the right structure in classroom visitation and observation. Also, 67 percent agreed that common goals and values in teachers' field trip outside school environment. All other statement, as shown in table 1 attracted percentages of agreement rating from, 60 percent to 70 percent except these of good interpersonal relationship in communication, positive teaching



and learning environment, continuous training and development programmes and close constructive collaboration which showed negative opinion ranging between 27 percent to 41 percent. The implication was that the on-going plan implementation in the TLOs in secondary schools in Calabar, Nigeria were having positive effects in the system, and are therefore achieving the desired results.

The independent variable was plan implementation while the dependent variable was teaching-learning observation (TLOs). The population t-test statistical analysis was used to compare the expected mean with the observed mean. The result was presented in table 2.

**TABLE 2: Population t-test analysis of whether plan implementation in TLOs is significantly low**  
N=200

Variables	Mean	SD	t-value
Overall plan implementation in TLOs	39.16	6.00	1.07
Hypothesized mean	35.00	0.00	

\*P<0.05, critical = 1.96, df = 199.

The finding of the analysis in table 2 showed that when the overall mean value (39.16) represented the teachers' general opinion on the TLOs was compared with the reference mean value of 35 (obtained by multiplying the mid-point between agreed and disagreed 3.5) by the number of the items (10); it yielded a significant t-value of 2.21. The result agreed with and summarized the results in table 1.

The hypothesis was accepted and the interpretation was that plan implementation in the TLOs was not significantly low. This is because the obtained t-value 1.07 was found to be lower than the critical t-value (1.96) at 0.05 alpha level of significance with 199 degree of freedom. By implication, the plan implementation in the TLOs of secondary schools in Calabar were high with the plan design and monitoring variables enumerated in the study. The variables can therefore determine the level of success of TLOs in the secondary school system studied.

## Hypothesis Two

There is no significant prediction of plan implementation on the Teaching-Learning Observations.

The predictor variable was the plan implementation while TLOs was the criterion variable. Regression analysis was used to determine the power of prediction of plan implementation on the teaching learning observations in the secondary school system studied. The results were presented in table 3.

**TABLE 3: Regression analysis of the predictor of plan implementation on the Teaching-Learning Observations (TLOs)**  
N=200

Source of variation	Ms	df	Ss	Fc	Ft	Decision
Regression	975.72	1	965.72	94.13	4.95	H <sub>0</sub>
Residual	29561.83	199	8.38			rejected

P < 0.05

Observations of the result presented in table 3 disclosed that the calculated f-ratio ( $F_c$ ) of 94.13 at degree of freedom ( $df = 1, df = 199$ ) was higher than table value ( $F_t$ ) of 4.95. This result depicted that the predictive capacity of the predictor variable did not occur by chance.

Hence, the null hypothesis was rejected. The finding was that, there was a significant prediction of the plan implementation on the teaching learning observations. It was implied from the finding that the plan design and monitoring could determine the magnitude of Teaching Learning Observations in secondary schools in Calabar, Nigeria. This further confirmed the results earlier reported in tables 1 and 2.

## DISCUSSION OF RESULTS

This result of the analysis revealed that the plan implementation in teaching-learning observations was effective. This was explained by the fact that six out of ten variables in table 1 were assessed effective while the remaining four were ineffective. By implication, the plan implementation options explored, led to optimum benefits, desirable outcomes with minimum resources when applied to teaching-learning observations in the secondary schools studied.

This finding bordered on the fact that the instructional plan being the final course of action (end product of planning) was derived from participatory planning approach. The participants (teachers) with both unique background and general background experience, were able to improve upon the work schedules and tactically correct activities. The plan was well spelt out and conceived by management and the participants, thereby making the system to be orderly (Ekanem, 2014). This articulation was in consonance with Agabi (2013) and Hartman (2010) who viewed a desirable educational plan as the end product of step-by-step actions taken to consider in advance, what one wants to do, how one intends to do it, and how one will know how well it has been done. Ideally, instructional plan in TLOs reflected model indicators (without blanket sentiments) to actualize diagnostic supervision. The process of planning yielded positive outcome with trickle down effects, maintained standards and enhanced professional growth among the teachers.

The result of hypothesis one showed that the instructional plan implementation in TLOs were put into operation and the objectives of TLOs were met. This confirmed the result in table 1 that the planning process was a worthwhile exercise. Similar finding was noted in Ayodele (2010) that effective plan implementation assisted in co-ordinating and supervising teachers towards improvement of instructional practices in the classrooms. This implied that the observers (principals and unit heads) in this study informed the teachers involved in the executing of the plan. Moreover, the specific and detailed task significantly performed by the teachers were communicated and appropriately committed to the assignment. The management ensured that plan monitoring and supervision efforts were executed accordingly and promptly managed to improve teaching practices and enhanced students' learning. This entailed more of good working relationship between the observers and the participants (work collaboration) in order to promote staff needs, interest and social integration among the teachers.

Results of hypothesis two revealed that plan implementation could determine the magnitude of teaching-learning observations. This confirmed that the evaluation carried out by the management of education at this level significantly achieved objectives and were with minimum bias. The student achievement (in participation, teaching feedback and tests criteria)

and interactions (with minimum diversification of perception and joint performances) were good indicators of instructional planning efforts with desirable design and monitoring of programmes. Nevertheless, Ekanem (2013) and Opinmi (2007) noted that such educational evaluation should be comprehensive and carried out regularly. In this study, there were average results in inter-personal relationships in communication with teachers and also positive teaching/learning environment in the use of students to record teachers' classroom attendance. Moreso, there were below average results in continuous training in the use of ICT in teaching and close constructive collaboration in inter-school/inter-class visitations by teachers. It became likely that the management could face the problem of inadequate funding of educational programmes at this level. This finding fell in consonance with Ekanem (2014). Effective plan implementation was guaranteed by release of funds, monitoring and control of expenditure. Such funds should be targeted to effective plan implementation in TLOs towards achieving diagnostic supervision of instruction.

A plausible explanation of this finding was that the management was sensitive to unexpected circumstances and wrong choice of alternatives which could jeopardize the lofty objectives of the TLOs. Adverse variances of the practical experience in the operational management were replanned to ensure that the planning process was effectively recycled to influence diagnostic supervision of instruction. The planning and policy formulation in diagnostic supervision of the system was consciously imbibed as a desirable management culture and incorporated all interest groups in the educational development.

Fundamentally, a workable collaborative management arrangement was made between the teachers and teachers in other public secondary schools to guarantee functional quality and sustainable educational programme in the schools studied. This was in consonance with the Systematic Forward Planning (SFP) model designed to guide movement to quality achievement in a school system (Enaowho, 2000). Such workable framework could promote diagnostic supervision in terms of meeting the needs of teachers' welfare. This has the capacity of reducing the increasing drift of well-trained teachers to better income earning opportunities in the private sectors (Ekanem & Emanghe, 2014). Again, such self-regulatory mechanism ensured government meets its basic educational obligations to every Nigerian child and teachers. Teacher professional growth implies that teachers' salary structure and service conditions in public school system were to be better than what operated in the local environment in order to ensure teachers' retention, especially in rural schools. A refined planning framework by government for public school system could improve economic value of formal education, enhance teachers professional growth and engender sufficient voluntary enrolment (Coplantonio, (2009). This was critical since there is now a high opportunity cost of schooling for children from low income families in Nigeria which could impact negatively on innovation and interest of teachers.

## CONCLUSION

On the strength of the findings of this study, it was concluded that plan implementation could determine the magnitude of Teacher-Learning Observation (TLOs) for diagnostic supervision. Teachers were needed to be adequately mobilized and equipped for effective implementation of instructional plan in schools. The plan implementation in teaching-learning observations was effective and had significant influence on the diagnostic supervision of secondary schools in Calabar, Nigeria. The planning process yielded positive educational outcome, good



developmental impact, and promoted teachers' professional development. The plan implementation in TLOs achieved objectives while the evaluation of planning options were with minimal bias. Therefore, the systematic direction of activities by plan in TLOs without proper regulation of teachers' needs, interest and ability; would not result in sustainable diagnostic supervision.

## RECOMMENDATIONS

1. Principals and unit heads of secondary schools should intensify teaching-learning observations with workable planning framework. This will promote mentorship among teachers especially the younger ones.
2. Educational Management Information System (EMIS) should be encouraged by government as a modern planning tool for development and design in instructional delivery. This will promote a well-planned functional education system with improved teaching and students' learning.
3. Government should engage in mandatory training and development of teachers. This will maintain critical path of quality service delivery and promote capacity building.
4. There should be increase funding of secondary education by government. Adequate funding implies that quality educational resources will be directed for achievement of measurable objectives and identification of unacceptable instructional supervisory issues in the acceptable professional manner.
5. Policy makers and planners in education should increase advocacy for continuity in a systematic planning framework. Consistency in plan implementation for successive governments in Nigeria will promote economic value in formal education, impact positively on innovations and interest of teachers vis-à-vis diagnostic supervision.
6. Educational policy planners should encourage collaboration among teachers in inter-class and inter-school visitation. This will promote interactions for learning change, meet the welfare needs of teachers and ensure their retention especially in the rural areas.

## REFERENCES

- Agabi, O. G. (2013). *Introduction to Educational Planning*. Port Harcourt: International Centre for Educational Services.
- Ajayi, K. (2002). Improving the Performance of Teachers In Schools: Some Strategies And Tactics. *Education Practice Xvi*, (1), 3-9.
- Asiyai, R. (2010). Effect of Clinical Supervisor on Teacher's Performance of Tasks. *Benin Journal of Education Studies* 19 (2), 238-248.
- Ayodele, J. B. (2010). The Perception of Secondary School Teachers on the Impact of External Supervision on Per Romance of Task. *Journal of Educational Foundation and Management*. 2(1), 35-42.

- Champaign, D. W. (2010). *Supervisory and Management Skills: A Competency-Based Training Programme for Middle Managers of Educational Systems*. Pittsburgh: University Of Pittsburgh Press.
- Coplanantonio, J. N. (2009). Developing Exemplary Teachers: Combined Instructional Supervision And Staff Development. *NASSP Bulletin* 76546, 30-34.
- Ehinderero, O. J. (2006). *Professionalism: The Unfinished Business of Teacher Education*. In O. J. Ehinderero and F. O. Aladejana Introduction to Teaching Profession. Lagos: Literamed Publication Limited.
- Ejiegue, A. M. (2000). *Educational Management: A Systems Approach*. Lagos: Literamed Publication Limited.
- Ekanem, E. E. & Emanghe E. E. (2014). Reducing Unemployment Incidence for Economic Security in Nigeria: The Interplay of Entrepreneurship Education and Urgent Social Intervention. *British Journal of Marketing Studies (BJMS)* 2(3), 14-25.
- Ekanem, E. E. (2011). Taxing or Aiding Private Universities. Educational Administrators Viewpoints in Cross River State, Nigeria. *Global Journal of Educational Research* 10(2), 99-104.
- Ekanem, E. E. (2013). Teacher Educators' Service Delivery towards Quality University Education Management: Implications for Quality Assurance. *The International Journal of Theory, Policy and Practice for Sustainable Development* 1(2), 26-34.
- Ekanem, E. E. (2014). Zero-Based Budgeting As a Management Tool for Effective University Budget Implementation in University Of Calabar, Nigeria. *European Journal of Business And Social Science*. 2(11), 11-19.
- Enaowho, O. J. (200). Education Futurology Praxis, Problems and the Way Forward. University of Port Harcourt Inaugural Lecture Series No. 27, 10<sup>th</sup> August 2000.
- Hartman, W. T. (2010). *Secondary District Budgeting*. Reston: Association of School Business Official International.
- National Teachers' Institute (NTI) (2007). *Special Teacher Upgrading Programme: NCE Common Book on Education Year 1*. Kaduna: National Teachers' Institute.
- Okubiykola, P. (2002). *Beyond the Stereotype to New Trajectories in Science Teaching*. Ibadan: Science Association of Nigeria.
- Oladesu, A. G. (2004). *Concept of Education Related Teaching*. In I. O. Ambinibola and A. O. Abodede, Fundamental Principle and Practice of Instruction. Ilorin: Tuned Babs Printers.
- Olatunji, J. O. (1996). Professionalism of Teaching in Nigeria: How Realistic. *Andrain Forum* 9(1), 81-84.
- Opinmi, G. D. (2007). *Teach the Teacher: A Training Handbook for Teachers*. Lagos: End Time Publishing House Limited.
- Udosen, A. E. (2003). A Strategy for Laying Sound Foundation for Permanent Literacy to Enhance Acquisition of Life Coping Skills. Nigeria, *Journal of Curriculum Studies* 10(1), 70-76.