

PRINCIPALS' INSTRUCTIONAL SUPERVISION AND TEACHERS' EFFECTIVENESS

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ABSTRACT: *The study examined the differences in teachers' effectiveness based on principals' instructional supervision in public secondary schools in Uyo Local Education Committee in Akwa Ibom State. Four objectives and their corresponding research questions and hypotheses were formulated to guide the study. The ex-post facto design was used in carrying out this study. Two hundred and one teachers and 14 principals were drawn from the population of 1,105 teachers and 14 principals respectively to participate in the study. Two researchers-developed instruments, "Principals' Instructional Supervision Interview (PISI)" and "Teachers' Teaching Effectiveness Questionnaire (TTEQ)" were used to gather data. Data collected were analyzed using the mean and independent t-test statistics was used. The findings were that there is a significant difference in teachers' effectiveness based on classroom observation, analysis/strategy, post-conference analysis and post-analysis conference. Teachers in schools where instructional supervision was adequate were more effective than those that had inadequate instructional supervision. It is, therefore, recommended among others that, the principals should carry out an adequate instructional supervision of teachers so as to enhance their teaching effectiveness.*

KEYWORDS: Principals, Instruction, Supervision, Teachers, Effectiveness

INTRODUCTION

The process of evaluating the effectiveness of teachers has changed over time along with the definition of what effective teaching is, due in part to increasing state and federal attention to school-level and classroom-level accountability for student learning. Although there is a general consensus that good teaching matters and that it may be the most single school-based factor in improving student achievement (Darling-Hammond, 2000), teacher effectiveness as measured by value-added strategies is considered. More indirect measures of teaching, such as teacher demonstrations of knowledge, teacher responses to theoretical teaching situations, or parent satisfaction surveys are also included (Wilson & Floden, 2003).

Supervision of instruction in present day Nigeria could be traced to the 1982 Education Ordinance. It was the first attempt by the colonial administration to establish any form of control over the development and growth of schools. The ordinance provided for the establishment of a general board of education which was to appoint an inspector of schools in West Africa. This appointment marked the beginning of the recognition of the need for a form of supervisory service in the educational system. The Federal Republic of Nigeria, (2013) identified management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluating students' progress and achievement, promoting and enhancing learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of secondary

school principals. The educational policy also makes it clear that one of the cardinal objectives of administration in education is to ensure quality control through regular and continuous supervision of instruction and other educational services.

The process and purpose of principals' instructional supervision have been debated by teachers, administrators, higher education scholars and legislators (Ikpe, & Jonathan in Etuk, Etudor-Eyo, & Etor, 2015). In any school organization especially the public secondary school setting, there is always a person appointed to occupy a high status position of the school head otherwise known as the principal. The effectiveness of the school is largely dependent on the principal's ability to supervise the teachers to clarify instructional goals and work collaboratively to improve teaching and learning. (Blasé, Blasé & Philips, 2010; Smylie, 2010).

Goldhammer and Cogan's contextual Clinical supervision model of 1973 cited in Maforah and Schulze, (2012) is put forward as measures to scaffold, respectively, the supervision and teaching effectiveness by teachers. These include planning conference, classroom observation/data collection, analysis/strategy, post observation conference, and post conference analysis. The last four measures are considered in this study.

Classroom observation is one of the stages of clinical supervision and the principal purpose of observation is to capture realities of the lesson objectively enough and comprehensively enough to enable supervisor and teacher to reconstruct the lesson as validly as possible afterwards, in order to analyze it (Goldhammer, Anderson, & Krajewski, 1993). Classroom observation has two concerns, the first being the teacher's task to teach the lesson so well or as well as possible and the second is the supervisor's task to invent or document the occurrence during the lesson as accurately as possible. There are several ways data can be collected and recorded in a classroom observation: Verbatim recording where the supervisor records everything that is said and done by the teachers as accurately as possible, specific verbatim where the supervisor selects specific areas to record in as much detail as possible, general observation where the supervisor selects areas that he/she will record and focus on during the observation, videotaping where an agreed upon lesson or segment is video-taped for later review and audio taping of teacher and student's responses if it has been so agreed upon before the lesson.

Scholars perceive classroom observations as a valuable tool which is employed to understand classroom realities and achieve high standards of effective teaching methodologies. The most recent work by Murphy (2013) highlights various aspects of classroom observation. For instance, it offers an opportunity for supervisors to assess teachers' styles, their classroom management skills and various aspects of teaching that are hard to obtain through other forms of evaluation. Moreover, it allows teachers to receive constructive feedback on their teaching techniques and methods in a bid to improve them further. In a nutshell, it is one of the most common ways of reflecting on pedagogical practices (Farrell, 2011), which can help teachers evaluate their strengths and weaknesses.

Analysis /Strategy stage is when the supervisor compiles, sorts, and organizes the data collected into a readable data for the teacher (Goldhammer, Anderson, & Krajewski, 1993). The classroom data is analyzed and appropriate strategies are developed that will lead to an improvement in the instructional process. The process includes reviewing the events of the lesson in terms of the teacher's intent and past history, the teaching techniques used, and the outcome. Since all school personnel are busy, the observer must review the teacher performance data and choose priority items to discuss during the conference. Determining what

behaviour a teacher can change requires knowledge of the areas of instruction and personal dynamics. It is one thing to suggest that a teacher may need to adopt a new instructional strategy, but quite another to assess whether the teacher has the competence and personal motivation necessary to make it happen. The supervisor takes the observational data, goes through it and labels the cause and effect situations that have been recorded. The decisions/actions are divided into categories that were agreed in the pre-observation conference. Data from the observation provide a framework and content for the post-observation conference.

The post-observation conference is grounded in the reality of the teacher's world-the classroom, where learning occurs for both students and teachers. At its core, the post-observation conference presents forum where teacher and supervisor talk about the events of the classroom observations, targeting areas for improvement or enrichment, and developing an action plan for continuous improvement performance. Typically, this conference should be conducted at least a day or more, but not more than a week, after the observation. It is hard to comprehend what purpose a post observation conference is except compliance with organizational requirements. In fact, it looks like a classic example of adherence to "the age-old rituals of visitation, judgment, and prescription" (Garman, 1986 p.148). The supervisors have to try and change the situation so that teachers drop the façade of docile acquiescence and see the benefit of becoming actively involved in the post observation conference. For this to happen we have to go beyond the procedural nature of events themselves. (Garman, 1990 p.204). Smyth (1988) also makes a similar call when he states that instead of focusing on the procedural events, "we should be more concerned with important issues such as assisting teachers to achieve forms of teaching that contribute to ways of learning that are more realistic, practical, and just for our students" (p.145).

The post observation study is relatively under-researched (Copland, 2012). Chamberlin (2000) investigated the effect of supervisors' non-verbal behavior and communication style during post observation conferences on teachers' perception of trust. Trust leads to self-disclosure on the part of the teacher, which in turn leads to discussion and reflection. Therefore, if teachers are to discuss their teaching practices, they should be able to trust supervisors enough to disclose opinions without thinking that their comments will be used against them in the future (p.658).

Post-conference Analysis is the time when the teacher and the supervisor meet alone to discuss the observation and the analysis of data relative to the teacher's objectives. If the data is collected and presented in a clear fashion, the teacher will be more likely to use the data and evaluate his/her teaching and classroom performance by himself/herself. It is necessary to furnish the teachers with the feedback of their observation. The supervisor determines whether or not the teacher understands and agrees with the follow-up and improvement targets. It augurs with the research conducted by Dornbush and Scott (1975) and Natrello (1982) which has shown that teachers who receive the most classroom feedback are also most satisfied with teaching. It is important to try to elicit the feedback directly from what the teacher sees from the data. This is accomplished only after a feeling of trust and communication has been established.

Post-conference analysis provides the supervisor reflection opportunities to assess effectiveness, both professionally and with the student (Goldhammer et al., 1993). The final phase in the clinical model is an evaluation of the process and outcome. It is a means of self-

improvement for the supervisor. It is the time when the supervisor assesses the nature of communication during conference, the effectiveness of the strategies used, the role of the teacher during the conference and the extent to which progress was made on the issue that were discussed.

Statement of the Problem

The ultimate goal of secondary education is to develop the individual's mental capacity and character for higher education and useful living within the society (FRN, 2013). In spite of the societal demand for teacher effectiveness in education and the need for thorough supervision in schools, there is a growing concern about the realization of secondary education objectives due to doubt that many principals give little attention to supervision of instructional activities in secondary schools. The recent poor instructional competence and effectiveness of teachers which results in students' poor academic performance has been a subject of concern to stakeholders of education in Nigeria. This situation coupled with the increasing rate of poor utilization of instructional and poor classroom management on the part of the teachers appears to suggest that instructional supervisors have failed in inculcating in teachers the desired skills and attitudes for efficient functioning in the classroom. Supervision of instruction is considered to be the major plank of any strategy to improve the quality and standard of teaching-learning process. The deterioration in quality of secondary education in Nigeria could be as a result of laissez-faire attitude and lack of commitment on the part of the teachers and also on the part of the principals' instructional supervision. Fullan (2007) in a comprehensive report on how school principals acquire and deploy their fiscal and human resources wrote that principals report spending a great deal of time managing facilities, supervising staff, dealing with discipline, security and student learning thereby devoting less time to instructional supervision.

The arguments for the use of classroom observation, analysis/strategy, post-observation conference and post-analysis conference appears to be strong and laudable, the efficacy of these variables in improving the instructional effectiveness of teachers have not been actually subjected to empirical proof within our secondary school system considering the fact that they are guidance oriented and clinical in practice. This study therefore seeks to find the influence of the model of instructional supervision on teacher's instructional performance.

Purpose of the Study

The main purpose of the study was to examine how principals' instructional supervision brings about differences in teachers' effectiveness in public secondary schools in Uyo Local Education Committee. Hence the specific objectives of the study were to:

1. Ascertain the difference in teachers' effectiveness based on principals' classroom observation.
2. Determine the difference in teachers' effectiveness based on principals' analysis/strategy.
3. Examine teachers' effectiveness based on principals' post-observation conference.
4. Determine teachers' effectiveness based on principals' post-conference analysis.

Research Questions

The following research questions are raised to direct this study.

1. What is the difference in teachers' effectiveness based on principals' classroom observation?
2. How does teachers' effectiveness differ based on analysis/strategy?
3. How does teachers' effectiveness differ based on post-observation conference?
4. What is the difference in teachers' effectiveness based on post-conference analysis?

Null Hypotheses

The following null hypotheses were generated to guide the study.

1. There is no significant difference in teachers' effectiveness based on classroom observation.
2. There is no significant difference in teachers' effectiveness based on analysis/strategy.
3. There is no significant difference in teachers' effectiveness based on post-observation conference.
4. There is no significant difference in teachers' effectiveness based on post-conference analysis.

The Method

The Ex-post facto design was used in carrying out this study. Two hundred and one teachers and 14 principals were drawn from the population of 1,105 teachers and 14 principals respectively to participate in the study from the 14 schools in Uyo Local Education Committee. (Akwa Ibom State Secondary Education Board, 2016), through the multi stage sampling approach.

The instrument used for data collection were researchers-developed interview, "Principals' Instructional Supervision Interview (PIS1)" and "Teachers' Teaching Effectiveness Questionnaire TTEQ". The items selected for the interview were edited to customize the objectives of the study which focused on four main elements related to instructional supervision in terms of classroom observation, analysis/strategy, post-observation conference and post-conference analysis. The PISI had two sections. Section A contained items regarding the respondent's profile while section B had four sub-sections designed to identify principals' instructional supervisory role performance. The TTEQ consisted of 17 items which covers the areas of teachers' teaching effectiveness as perceived by the students. A four point scale with a response mode of A= Always, (4 points), S= Sometimes, (3 points), R= Rarely, (2 points) and N= Never (1 point). The respondents to TTEQ were requested to indicate by ticking (✓) in the appropriate boxes, the responses applicable to the items.

The instruments were subjected to face validation by two validates in the faculty of Education, University of Uyo. The reliability coefficients of .83 was obtained for TTEQ and .79 PISI. Two research assistants were employed for administering the instruments. At the various 14 schools selected, the consent of the principal was given and instruments were administered to the

students in the schools while the principals were interviewed. Respondents were properly guided to avoid misunderstanding of the purpose of study. The exercise was completed within two weeks and data obtained were analyzed using mean and independent t-test statistics. All the null hypotheses were tested at 0.05 level of significance.

RESULTS

Results of the study are presented in Tables 1-4. In this section, data analysis, results and discussion of findings are presented under the following headings: Answers to research questions, testing the null hypothesis and discussion of findings.

Table 1: Results of independent t-test analysis on the difference in teachers' effectiveness based on principals' classroom observation

Variable	Classroom Observation	N	Mean	SD	t-cal	df	t-crit
Teachers' Effectiveness	Adequate	167	52.66	9.31	5.64*	198	1.976
	Not Adequate	34	43.15	6.93			

*Significant at .05 alpha level

Entries in Table 1 reveal that teachers who are adequately observed in the classroom, with a higher mean score of 52.66, perform more effectively than their counterparts who are not adequately observed in the classroom, with a lower mean score of 43.15; meaning that teachers differ in their effectiveness based on principals' classroom observation. This result answers research question one. The standard deviation shows how respondents' scores varied around the means for the two groups of teachers respectively.

The Table also reveals that the calculated-t of 5.64 is greater than the critical t-value of 1.976 at .05 level of significance with 198 degree of freedom. With this result, the null hypothesis that teachers' effectiveness does not differ significantly based on principals' classroom observation is rejected. This means that teachers differ significantly in their effectiveness based on principals' classroom observation.

Table 2: Results of independent t-test analysis on the difference in teachers' effectiveness based on analysis/strategy

Variable	Analysis/Strategy	N	Mean	SD	t-cal	df	t-crit
Teachers' Effectiveness	Adequate	122	52.73	8.02	10.734*	198	1.976
	Not Adequate	79	43.82	7.13			

*Significant at .05 alpha level

Entries in Table 2 show that teachers whose classroom observational data are adequately analysed and appropriate strategies developed, with a higher mean score of 55.73 perform more effectively than their counterparts whose data are not adequately analysed and strategies developed by the principals, with a lower mean score of 43.82; meaning that teachers differ in their effectiveness based on analysis /strategy. This result answers research question two. The

standard deviation shows how respondents' scores varied around the means for the two groups of teachers respectively.

The Table also reveals that the calculated-t value of 10.734 is greater than the critical t-value of 1.976 at .05 level of significance with 198 degree of freedom. With this result, the null hypothesis that teachers' effectiveness does not differ significantly based on analysis/strategy is rejected. This means that teachers differ significantly in their effectiveness based on analysis/strategy.

Table 3: Results of independent t-test analysis on the difference in teachers' effectiveness based on post-observation conference

Variable	Post-Observation Conference	N	Mean	SD	t-cal	Df	t-crit
Teachers' Effectiveness	Adequate	129	55.71	7.88	12.07*	198	1.976
	Not Adequate	72	42.69	6.23			

*Significant at .05 alpha level

Table 3 reveals that teachers who undergo adequate post-observation conference with their principals, with a higher mean score of 55.71, perform more effectively than their counterparts whose post-observation conference is inadequate, with a lower mean score of 42.69; meaning that teachers differ in their effectiveness based on post-observation conference. This result answers research question three. The standard deviation shows how respondents' scores varied around the means for the two groups of teachers respectively.

The Table also reveals that the calculated-value of 12.07 is greater than the critical t-value of 1.976 at .05 level of significance with 198 degree of freedom. With this result, the null hypothesis that teachers' effectiveness does not differ significantly based on post-observation conference is rejected. The result means that teachers differ significantly in their effectiveness based on post-observation conference.

Table 4: Results of independent t-test analysis on the difference in teachers teaching effectiveness based on post-conference analysis

Variable	Post-Conference Analysis	N	Mean	SD	t-cal	df	t-crit
Teachers' Effectiveness	Adequate	113	55.96	7.85	10.04*	198	1.976
	Not Adequate	88	44.74	7.88			

*Significant at .05 alpha level

Entries in Table 4 reveal that teachers whose principals carry out adequate post-observation conference analysis, with a higher mean score of 55.96, perform more effectively than their counterparts whose principals' post-conference analysis is inadequate, with a lower mean score of 44.74; meaning that teachers differ in their effectiveness based on post-conference analysis. This result answers research question four. The standard deviation shows how respondents' scores varied around the means for the two groups of teachers respectively.

The Table also shows that the calculated t-ratio of 10.04 is greater than the critical t-value of 1.976 at .05 level of significance with 198 degree of freedom. With this result, the null

hypothesis that teachers' effectiveness does not differ significantly based on post-conference analysis is rejected. The result means that teachers differ significantly in their effectiveness based on post-conference analysis.

Discussion of Findings

The testing of the first null hypothesis revealed that there is a significant difference in teachers' effectiveness based on principals' classroom observation. Teachers' who are adequately observed in the classroom, perform more effectively than their counterparts who are not adequately observed. The result could be attributed to the fact that one who is observed would put in effort to please the one who is observing. Besides, when one is observed, mistakes are noted and corrections given by the observer. This finding is not different from that of Peretomode (2001), who found in his investigation that classroom observation is a procedure by which the educational leader could be of great assistance in aiding the teachers to improve both their instructional techniques and the learning processes of the student. These points to the fact that classroom observation is very important for teachers' effectiveness. The findings of this study is in consonance with Farrell's (2011) assertion that classroom observation is one of the most common ways of reflecting on pedagogical practices which can help teachers evaluate their strengths and weaknesses. The finding further proves the effectiveness of Goldhammer and Cogan's (1973) contextual clinical supervision model instructional effectiveness.

The testing of the second null hypothesis that there is a significant difference in teachers' effectiveness based on analysis/strategy. Teachers whose classroom observational data were adequately analysed and appropriate strategies developed, perform more effectively than their counterparts whose data were not adequately analysed and strategies developed. These points to the fact that analysis/strategy is very important for teacher effectiveness. The finding of this study is in agreement with the findings of Spaulding (1982) who opined that the supposition to analysis of teacher behaviour is that the collected data represents a microcosm of a consistent series of behaviour patterns of the teacher which allows the selection of specific teacher behaviours because the consistent behaviour patterns are usually repeated regularly and are an integral part of the teacher's interactions with the students.

The testing of the third null hypothesis showed that there is a significant difference in teachers' effectiveness based on post-observation conference. Teachers' who undergo adequate post-observation conference perform better than their counterparts who do not. This submission is in consonance with that of Bailey (2006) who submitted that the assumption behind the concept of post-observation conference is for supervisors to bring some kind of improvement. These points to the fact that post-observation conference is very important for teacher effectiveness.

The testing of the fourth null hypothesis revealed that there is a significant difference in teachers' effectiveness based on post-conference analysis. Difference exists between teachers whose principals carry out post-conference analysis and those who do not. This is not different from that of Goldhammer Maforah and Schule (2012) who submitted that, the principle rationale for the final stage "is that examined behavior is more likely to be useful—for everyone—than unexamined behavior; that, perhaps, the only truly worthwhile existence is an examined existence" (p. 71). These findings serve as basis for the result. These points to the fact that post-conference analysis are very important for teacher effectiveness.

While these submissions lend credence to the result of these studies, it also points to the need for increase in Goldhammers's and Cogan's instructional supervisory strategies and the frequency in order to assuage the existing teachers' ineffectiveness in the schools.

CONCLUSION AND RECOMMENDATIONS

This study concluded that classroom observation, analysis/strategy, post-observation conference and post-analysis conference positively and significantly influence teachers' effectiveness in secondary schools in Uyo LEC of Akwa Ibom State, Nigeria. Therefore, the following recommendations are made:

1. Government should, through the Ministry of Education organize regular inspection of schools to monitor the attitude of principals to instructional supervision of teachers and the supervisory strategies used by the principals that could enhance better teaching effectiveness among teachers.
2. Principals should be adequately trained and enlightened with more robust supervision strategies through seminars and conferences which may include classroom observation, analysis/strategy, post-observation conference and post-conference analysis as this will impact positively on the teachers' effectiveness.

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