

## Extent of Principals' Classroom Instructional Supervision for Effective Teaching in Secondary Schools in Anambra State

**Nonye Ifediorah Okeke and Chimaa Okaforcha**

Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu University,  
Igbariam Campus, Anambra State, Nigeria.

**Corresponding Author: Nonye Ifediorah Okeke**

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### Abstract

The purpose of this study was to determine the extent of principals' classroom instructional supervision for effective teaching in secondary schools. This study was carried out in Anambra State using the descriptive survey research design. All the six education zones in the state were covered. The population of the study was made up of 6,342 public secondary school teachers in six education zones of the state. The sample for the study was 634 public secondary school teachers in Anambra state. The instrument for data collection was a questionnaire titled "Principals' Classroom Instructional Supervision Questionnaire (PCISQ), constructed by the researchers. To ensure the validity of the instrument, it was given to three experts, one in measurement and evaluation, and two in Educational Administration all in Chukwuemeka Odumegwu University, Igbariam Campus for validation. The instrument was pilot tested on 20 teachers in one secondary school in Imo State that have similar characteristics as actual sample. The reliability was determined using Cronbach alpha and coefficient of 0.82 was got. The instrument was administered to the respondents by the researchers. On the spot approach was used. The data collected were analyzed using means, standard deviation and t-test. Standard deviation was used to determine how the teachers' response varied while t-test was used to test the hypothesis postulated at .05 level of significance. Findings indicated that principals, to a great extent, supervised classroom instruction in secondary schools in Anambra State. It was recommended among others that principals should give supervision of classroom instruction the place it deserves in their work. This study has therefore determined extent of principals' classroom instructional supervision for effective teaching in secondary schools in Anambra state. The significance of the study is evident in the improvement of classroom instruction. It is expected that the study will impact positively on the principals, who, by their positions are expected to improve classroom instruction by helping their teachers to grow professionally.

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**Keywords:** principals; classroom instruction; supervision; effective teaching; secondary schools

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### INTRODUCTION

School administration has become more complex than ever. This complexity is due to a number of factors. First is population explosion in school enrolment, orchestrated by the implementation of the Universal Basic Education (UBE). As a result of the astronomical increase in the population of students, there is no corresponding expansion of school facilities to accommodate this population. Secondly, the high death of teaching personnel also brought a lot of stress on school administration. This has led to the recruitment of inexperienced teachers into the teaching profession. Thirdly, the advent of modern technology has brought along with it changes in school curriculum, thereby overloading the school curriculum to a breaking limit (Nwangwu & Otegbulu, 2012). The implication is that supervision of classroom instruction is imperative in ensuring that the school achieves its objectives.

Classroom instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school

system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Peretomode, 2001). Teachers, whether new or old on the job need necessary support in implementing the instructional programmes. Principals as school heads therefore, need to provide this support to teachers, they have to be involved in the implementation of instructional programmes by overseeing what teachers are doing with the students.

In the school organization, supervision in a school involves the use of expert knowledge and experiences to oversee and coordinate the process of improving teaching and learning activities in schools. According to Ngunjiri (2012), instructional supervision is an effort designed by school officials towards providing leadership to teachers and educational workers for the improvement of instructions. It involves stimulation of teachers in the improvement of instruction, selection and revision of educational objectives, maintenance of instruction and methods of teaching and evaluations. Instructional supervision centers on the head teacher and is meant for the improvement of

instructions (Mavindu, 2013). According to Van Deventer and Kruger (2003), the five basic elements of instructional supervisory roles of principals are: defining the school mission, managing the curriculum and instruction, supervising teaching, monitoring learner progress and promoting instructional climate. Instructional supervision is necessary for improved teaching in the school setting (Mavindu, 2013).

As noted above, supervision of classroom instruction is one of the cardinal instructional leadership functions of the principal. It involves the principal observing a teacher and analyzing his or her classroom practice and the teaching and learning process. This is a situation where the teacher is working directly with the learners and the principal is present as a witness to observe systematically classroom events from time to time. This duty can be delegated to the vice principal by the principal and he is expected to visit classes during lessons, monitoring lesson plan and notes of lesson to ensure that they are well prepared and observe classroom instruction to ensure that instructional and curricular goals are being followed. The principal is also expected to encourage teachers to utilize supervisors' suggestions and periodically meet with students to discuss instructional hitches in the classroom. This practice is important since all school principals, as the case with Nigeria, were previously classroom teachers. They acquired necessary experiences that placed them ahead of their teachers.

In the same line of argument, Ani (2007) stated that supervision of classroom instruction is a situation where the principal observes the teacher in action in the classroom, interact with the teacher, share opinions with him and determine his areas of needs. The interaction should not always be in the classroom or after classroom teaching, it can take place any time and any place as the need arises. Nwogbo (2014) stressed that such meetings or interaction could be organized once every month or as the need arise. It is during such meetings that the principal can feel the pulse of the teachers, determine their areas of needs and also make suggestions for their improvement. The principal is the pivotal point within the school who affects the quality of individual teacher's instruction, height of students' achievement and the degree of efficiency (Stronge, 2006).

Supervision of classroom instruction implies a sense of accountability (Ugwu, 2001). Owing to lack of time and also the technical nature of supervision, a good and democratic principal is bound to delegate powers to the vice-principal. However, he should provide a congenial atmosphere and as well find time to look into the activities and result of such delegated authorities.

Hanghey and Mac Elwain (1998) observed that instructional supervision is a fundamental component of instructional leadership. He viewed the role as imperative to improve instruction. Weller (2001) emphasized that the principal must create a visible presence in the daily school activities. He further stated that effective principal must make it a priority to visit classroom each day. Whitmore (2014) stressed that if schools are to progress, the principal cannot allow daily duties to interfere with his supervision of classroom instruction. Bryce (2008) stated that the principal cannot exercise leadership without a through grounding in the realities of the classroom or else he will continue to feel uncomfortable and inadequate in educational leadership. This implies that the principal should devote more time in supervision of classroom instruction through the help of vice principals.

Supervision of instruction is therefore required to guide teachers to be able to combine relevant input for enhancement of teaching- learning process. The fact remains that the success of an educational programme especially in the achievement of effective learning depends largely on the job performance of the teachers (Oyewole & Ehinola, 2014). Fink and Rescink (2001) opined that instructional supervision involves the ability of the principal to create both intellectual and social capital. The principal should develop a community of professional learners or a nested learning community in which teachers trust, depend on, and learn from one another (collegiality and collaboration). He/she must also participate in making curriculum choices, establishing expectations for the quality of student work and the quality of teaching strategies and methods (Adenike, 2017). Thus, the principal has to be a visionary who leads the school community in its development to use teaching and curricular strategies that are more effective and also support teachers' effort to implement effective instruction.

#### **Purpose of the Study**

The main purpose of the study was to determine the extent of principals' classroom instructional supervision for effective teaching in secondary schools.

#### **Significance of the Study**

The findings of this study will be significant to secondary school principals and teachers. Both of them are most likely to grow professionally through supervision of classroom instruction.

#### **Statement of Problem**

In Anambra state, personal observation of the researchers indicated that instructional supervision processes in most secondary schools are autocratic in nature. Most principals in the state hardly make efforts to develop a community of professional

teachers' collegiality and collaboration. Some do not allow their teachers to participate in making curriculum choices, establishing expectations for the quality of student work and the quality of teaching strategies and methods (Adenike, 2017).

Again, majority of teachers do not mind presenting their records of work for scrutiny by their principals. This has posed a big challenge to effective instructional supervision in most secondary schools in the state. Thus, most principals seem not to equip their teachers with professional skills, and as a result, the some teachers view supervision with negative connotations. Some regard instructional supervision as a hindrance to improved academic achievement. Some others see instructional supervision as an attempt by principals to prevent teachers from active participation in determining the institution's mission and instructional resources, and as well, monitoring students' progress. In the light of the foregoing, this study determined the extent of principals' classroom instructional supervision for effective teaching in secondary schools in Anambra state.

**Research Question:** What is the extent of principals' classroom instructional supervision for effective teaching in secondary schools in Anambra state?

**Hypothesis:** There is no significant difference in the mean scores of teachers in urban and rural schools on the extent to which principals supervise classroom instruction for effective teaching in secondary schools in Anambra state.

#### **Research Method**

This study was carried out in Anambra State. It adopted the descriptive survey research design. All the six education zones, namely Aguata, Awka, Nnewi, ogidi, Onitsha and otuocha were covered. The population of the study was made up of 6,342 public secondary school teachers in six education zones of the state. This comprised 830 teachers from Aguata, 1,694 teachers from Awka, 937 teachers from Nnewi, 989 teachers from Ogidi, 1,394 teachers from Onitsha and 498 teachers from Otuocha education zones respectively. The sample for the study was 634 public secondary school teachers in Anambra state. This represented 10% of public secondary school teachers in the six education zones of Anambra state. The choice of 10% is in line with the recommendation made by Eze (2005) that in a survey involving a population of few thousands, at least 5% of the population should be used as the sample size.

The instrument for data collection was a questionnaire titled "Principals' Classroom Instructional Supervision Questionnaire (PCISQ), constructed by the researchers. The items were on response scale of very great extent (4), great extent (3), low extent (2) and very low extent (1). The questionnaire was divided into two sections. Section A was information on respondents' demographic data while section B covered items on classroom instructional supervision for effective teaching. To ensure the validity of the instrument, it was given to three experts, one in measurement and evaluation, and two in Educational Administration all in Chukwuemeka Odumegwu University, Igbariam Campus for validation. The instrument was pilot tested on 20 teachers in one secondary school in Imo State that have similar characteristics as actual sample. The reliability was determined using Cronbach alpha and coefficient of 0.82 was got.

The instrument was administered to the respondents by the researchers. On the spot-approach was used. Those that were not collected on the spot were collected the following day. The data collected were analyzed using means, standard deviation and t-test. Standard deviation was used to determine how the teachers' response varied while t-test was used to test the hypothesis postulated at .05 level of significance.

#### **PRESENTATION OF RESULTS**

**Research Question:** What is the extent of principals' classroom instructional supervision for effective teaching in secondary schools in Anambra state?

Results in Table 1 show that each of the items 1, 2,3,4,5,6,7,9 and 10 on the extent to which principals supervise classroom instruction obtained a mean score above 2.50. The above results imply that the respondents agreed that principals' performance in items 1, 2,3,4,5,6,7,9 and 10 are at great extent while in item 8; principals' performance is at low extent. The grand mean score is 2.85, which is above the criterion mean of 2.50 set for the study. Thus, the results imply that the extent to which principals supervise classroom instruction for effective teaching in secondary schools in Anambra State is great.

**Hypothesis:** There is no significant difference in the mean scores of teachers in urban and rural schools on the extent to which principals supervise classroom instruction for effective teaching in secondary schools in Anambra state.

Table 1: Mean Ratings on Extent of Principals’ Classroom Instructional Supervision for Effective Teaching in Secondary Schools in Anambra State (N=634)

Item	Statement	$\bar{x}$	SD	Remark
1.	Meeting regularly with entire teaching staff to discuss instructional improvement.	3.38	0.91	GE
2.	Delegating vice principal to visit classes during lessons.	2.94	1.02	GE
3.	Monitoring lesson plan and notes of lesson to ensure that they are well prepared	2.83	1.06	GE
4.	Meeting with teachers to check and set in-school standard goals and bench mark for instructional progress.	2.91	0.85	GE
5.	Observing classroom instruction to ensure that instructional and curricular goals are being followed.	2.82	1.05	GE
6.	Encouraging teachers to utilize supervisors’ suggestions.	2.91	0.99	GE
7.	Instructing vice principal and dean of studies to inspect teachers’ lesson notes periodically.	2.98	1.08	GE
8.	Using incentive to encourage teachers to reach their goals.	2.08	0.98	LE
9.	Using appropriate supervisory techniques like classroom visitation to ensure improved teaching and learning outcomes.	3.03	1.06	GE
10	Meeting with students directly to discuss instructional hitches in classroom.	2.67	1.14	GE
<b>Grand Mean</b>		<b>2.85</b>	<b>1.01</b>	<b>GE</b>

Table 2: t-test summary of the Analysis Showing Scores of Teachers in Urban and Rural Schools on the Extent to which Principals Supervise Classroom Instruction for Effective Teaching

Location	n	$\bar{x}$	SD	Df	t-cal	t-crit	p	Decision
Urban	334	3.66	0.42	632	18.15	1.96	.05	Reject
Rural	300	2.08	0.75					

Results in Table 2 shows that the t-calculated of 18.15 is greater than t-critical of 1.96. Since the t-calculated is greater than the t-critical value, the null hypothesis is rejected. This means that there is a significant difference in the mean rating of urban and rural secondary school respondents on the extent to which principals supervise classroom instruction for effective teaching in Anambra State.

**DISCUSSION OF FINDINGS**

Results of the study in Table 1 showed that nine (9) out of the ten (10) classroom instructional supervision functions of principals had mean scores above the criterion mean of 2.50. These results could imply that principals, to a great extent, supervised classroom instruction in secondary schools in Anambra State. This, in other words, means that the principals were effective in the supervision of instruction. This was evident from the grand mean score of 2.85 which is above 2.50 set for the study. The operation of the school enterprise lies on the classroom environment. All other activities are supportive and this makes principals, first and foremost, classroom supervisors. The findings that

principals were performing the classroom instructional supervision functions, therefore, were expected and plausible enough to be acknowledged.

The findings were in line with those of Hanghey and Mac Elwain (1998) who reported that instructional supervision was a fundamental component of instructional leadership viewing the role as imperative to improve instruction.

Weller (2001) emphasized that the principal must create a visible presence in the daily school activities. He further stated that effective principal must make it a priority to visit classroom each day. In support of the above, Whitmore (2014) observed that the principal cannot allow daily duties to interfere with his instructional supervision functions. Bryce (2008), supporting the above view, also stated that the principal cannot exercise classroom instructional supervision function without a through grounding in the realities of the classroom or else he will continue to feel uncomfortable and inadequate in educational leadership.

This implies that principals should devote more time in supervision of instruction through the help of vice principals. This will improve teaching and learning process thereby fostering curriculum implementation. However, Flath (2009) argued that although the role of the principal as an instructional leader is widely advocated, it is seldomly practiced. According to him, the principal's role is still primarily that of a manager.

The results in Tables 2 revealed that there is a significant difference in the mean rating of teachers in urban and rural secondary schools on the extent to which principals supervise classroom instruction. The null hypothesis was therefore, rejected. The differences found between urban and rural schools with respect to classroom supervision of instruction could be attributed to the principals' supervisory dispositions. In urban schools, it could be that principals are busy with a lot of administrative work especially as it concerns attending to visitors and admission that they have no time to visit the classroom. On the other hand, principals in rural schools might be confronted with rural challenges and politics therein to the detriment of supervision of classroom instruction. This situation should not arise since all schools (urban and rural) have the same aims and objectives to accomplish. In line with the above, Tyler (1989) reported that schools in the inner part of the city are very different in many respects from those located in affluent suburb. He remarked that there are many variations found in thousands of schools he studied.

### CONCLUSION

Effective supervision of classroom instruction no doubt, is an indispensable leadership function of the principal. Whether the school is located in the urban or rural areas, the principal has the duty of ensuring that teaching and learning is supervised periodically. He may not necessarily carry out this duty all the time by himself. He can delegate the vice principal and even the dean of studies to work with teachers in the areas lesson delivery, checking of lesson plan and notes of lesson to ensure that they comply with approved standards.

### LIMITATION OF THE STUDY

The major limitation of the study was the focus on classroom instructional supervision. The findings of the study may not be generalized the whole school supervision.

### RECOMMENDATIONS

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

1. Principals as instructional leaders should give supervision of classroom Instruction the place it deserves in their work.

2. Ministry of education should constantly organize workshops and where instructional roles and methods will be discussed and updated. Such seminars and workshops should be made compulsory for principal, vice principals and deans of studies.

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