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## THE IMPACT OF EFFECTIVE INSTRUCTIONAL SUPERVISION ON SECONDARY SCHOOL TEACHER'S ACTIVE PARTICIPATION IN CLASSROOM

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### Abstract

This paper examines the influence of effective instructional supervision on secondary school teacher's active participation in classroom teaching. It argues that effective supervision, characterized by collaborative, supportive, and data-driven practices, fosters a culture of professional growth and ownership, leading to teachers feeling more empowered and motivated to actively engage in their classrooms. The paper explores various elements of effective supervision, such as feedback, goal setting, and professional development, and analyzes their impact on teacher's active participation in terms of incorporating new strategies, enhancing student engagement, and promoting a dynamic learning environment. Lack of supervision by head teacher/principal in secondary schools affects teachers work performances which in turn makes them to be reluctant to do their classroom work effectively and this affects the student's academic performances. The study showed that mismanagement of time by both the head teacher and teachers in the school affects student's academic performances.

Keywords: effective, teaching, supervision and classroom mangement

## Introduction

Effective teaching is not simply a matter of delivering content; it requires active participation from educators. Teachers who actively engage their students, employ innovative teaching strategies, and adapt to individual learning needs contribute to a stimulating and enriching learning environment. However, fostering this active participation requires a supportive and structured environment, one which is often provided through effective instructional supervision.

Globally instructional supervision has received mixed reactions from its beneficiaries. For instance, a study carried out in America by Kramer, Blake and Rexach (2015) revealed that teachers in high performing secondary schools view supervision of instruction as a friendly exercise while those in low performing schools look at supervision, especially teacher observation, as witch-hunt. According to Obiakor (2021), majority of teachers do not mind presenting their records of work for scrutiny by the principal. There is need to study ways of carrying out effective instructional supervision and equip our head

teachers with professional skills, and therefore all teachers view supervision as a positive attempt for helping improve academic achievement.

A fundamental development in education administration today has been the evolution of the role of the school head from his status as that of head teacher, record keeper and major disciplinarian, to his present status as a professional instructional supervisory in the school. The head teacher's teaching and clerical duties have been reduced and emphasis has been placed on the head's supervisory roles in the school. It is only the head teacher who has the authority to make administrative changes necessary to improve teaching and learning situation (Nyamwamu, 2020).

Unlike other forms of supervision, instructional supervision is school-based and therefore an internal process. This is the reason why the role of the head teacher is better referred to as that of an instructional supervisor rather than simply supervisor (Krug, 2017). Sushila (2014) also agrees that the head teacher's role in a school is critical in determining academic performance.

Head teachers define the institutions mission, promote the instructional resources, and supervise teaching and learning as well as monitoring students' progress.

Head teacher who is the supervisor in a school should have clear knowledge of the processes and methods of teaching and learning so that he can be of help to the teachers. Mullins & Herllinger (2012) observed that this practical and theoretical knowledge also with the varied experience will enable him to command respect and help the organizations leader. This implies that standards of working are maintained and people are working as expected and those studies and educational goals are being achieved. Instructional supervision practices occupy a unique place in the entire education system and it becomes absolutely expedient to give it prominent attention. Nowadays, parents and guardians are becoming more curious about the kind of education given to their children. Quite often, they show their concern by demanding that the school should teach better than in the past. For instance in Enugu South local government area, parents of the

students in the public secondary schools threatened to withdraw their children in protest of poor performance unless the government intervened to lift the school performance in both internal and external examination. Parents blamed educators for the dismal results (Daily Nation, 30th December 2011). Ngunjiri (2012) indicates that teachers' absenteeism would be the order of the day if supervision was minimized, as they coupled teaching with other businesses leading to poor performance. This implies that if quality education is to be given in schools and have improved standards of education, then instructional supervision must be accorded high priority. This can be achieved through the following instructional practices.

### **Principal's classroom visitation and academic performance**

Mullins (2012) in New York observed that a supervisor presence at work premises is vital to ensure all are kept on toes. He therefore recommends a management practice by walking around (MBWA). This comes in handy in a school setting because if the principal's presence is felt then all

will work accordingly thus achieving goals. This concurs with the observation by Obanya (2015) in West Africa that school performance w

ould improve if head teacher got in touch with what goes on in the classroom. According to Gachoya (2013), a classroom visitation is an impromptu visit to a classroom by a principal when teaching/learning is going on in the presence or absence of a teacher. It is aimed at ensuring that teaching and learning process takes place at all times. Fischer (2011) observed that through classroom visits, the supervisor can have an insight into quality benchmarks and performance.

Supervision of instructions by classroom visits may include: walk through mechanism where the head teacher walks into a class and sees how instruction is going on. It provides a quick look at teacher performance and environmental factors in the classroom. This implies that classroom visitation is a more appropriate method since it is impromptu unlike the formal and informal classroom observation which

are planned and scheduled for by the supervisor and the teacher.

### **Principal's classroom observation and academic performance**

Mullen and Hutinger (2012) on fostering collaborative learning communities in New York advocates for close monitoring of the supervisee, this is because it improves instructional process by enabling the teacher try out new instructional techniques in a safe and supportive environment hence obtain best results for students.

According to Kimeu (2015), the principal should visit the classroom frequently to encourage the observation of teachers and then organize post observation conferences where issues of supervision are deliberated on. Calaghan (2020) noted that physical observation of lesson presentation is the only way a head teacher can gain an insight into the quality of teaching and learning in the school. The instructional supervision can only be able to assess the teachers' potential for excellence through watching the teacher present a lesson which he or she has prepared. This enables head teacher to identify

gaps and plan for appropriate ways to fill them, for instance, by in-servicing the teacher and buying adequate teaching and learning resources.

Ngunjiri (2012) attributed poor performance of students in public schools to arm chair head teachers who do not know what goes on in the classroom. He asserts that ineffective instructional supervision leads to delinquent behavior among some students and their subsequent failure in national examinations. Mutunga (2011) concurred with this statement in his argument that head teachers need to observe their teachers formally on a regular basis, and work with a clear commitment to discussing their observations with a teacher promptly in order to provide for in-school professional development. There is need to monitor the standards being achieved by students, develop and implement strategies for the systematic monitoring of the work of their schools in order to evaluate standards of achievement.

Adikinyi (2017) notes that head teachers need to consider teachers' use of classroom management techniques such as learner's participation in learning activities,

discipline, rewarding skills to reinforce good performance and conduct and ability to provide for individual learners' differences. According to Alimi (2012), learning is effective if a teacher is able to achieve the stated objectives. The supervisor therefore needs to determine whether the teacher uses teaching methods that enable him or her to achieve the stated lesson objectives. In Afolabi & Loto (2012), during such an observation, the head teacher records what the teacher and the pupils say. The formal observation has a pre and post conference session where the supervisor and the teacher hold a discussion on the lesson. These conferences provide opportunity for teachers to discuss problematic areas with the supervisor and forge ways for success.

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are planned and scheduled for by the supervisor and the teacher.

Impact on Teacher Active Participation

Incorporating New Strategies

Effective supervision provides teachers with opportunities to learn about and implement new teaching strategies. By providing resources, training, and ongoing support, supervisors can empower teachers to adopt innovative practices that enhance student engagement and learning.

Enhancing Student Engagement:

Feedback from supervisors can help teachers identify areas where student engagement is lacking and explore strategies to address these challenges. For example, a supervisor might suggest using technology, incorporating group work, or implementing differentiated instruction to better cater to individual student needs.

Fostering a Dynamic Learning Environment:

Effective supervision encourages teachers to be flexible and adaptable in their teaching, responding to the needs of their students and the ever-

changing learning landscape. This dynamic approach creates a more engaging and stimulating environment for both teachers and students.

#### Challenges and Considerations

**Time Constraints:** Effective supervision requires time and resources, which are often limited in heavily burdened school systems.

**Trust and Communication:** Building a culture of trust and open communication between supervisors and teachers is crucial.

**Individual Needs:** Teachers have diverse strengths and areas for growth, and effective supervision must cater to individual needs and learning styles.

#### Methodology

The research design adopted for this study was a descriptive survey research design. The study was conducted in Enugu East Local Government Area of Enugu State. The choice of the area was because of its geographical location. The population of the study is two thousand (2000) teachers. The subjects in the population consists of 2000 teachers. A sample size of two hundred (200) teachers were drawn from five (5) schools sampled out of

the fifteen (15) government secondary schools that was used for the study. Simple random sampling technique was used to draw forty (40) teachers from each of the five (5) selected secondary schools giving a total sample size of two hundred (200) teachers that was used for the study. The instrument used for data collection was a structured questionnaire which was designed by the researchers. The instrument was validated by three experts; two in Educational management and policy department and one expert from Measurement and Evaluation department, all from Nnamdi Azikiwe University. To ascertain the reliability of the instrument, copies of the questionnaire were administered to twenty (20) teachers from two secondary schools in Enugu East local government area that were not used for the actual study. A reliability coefficient index of 0.75 was gotten indicating that the instrument was highly reliable. Data was collected personally by the researcher using the questionnaire. Data collected was analyzed using mean score and standard deviation.

## Research Question

What are the influences of effective school supervision on teacher's classroom management of students in secondary schools?

**Table The mean ratings of respondents on the influences of effective school supervision on teacher's classroom management of students in secondary schools**

SN	ITEMS	SA (4)	A (3)	D (2)	SD (1)	N	$\sum FX$	X	Remarks
1.	Teachers becomes serious with their duties in other for the students to learn well	100	70	30	-	200	670	3.4	A
2.	Academic activities are enhanced and this makes the students to learn well	80	70	30	20	200	610	3.1	A
3.	It gives room for proper implementation of the curriculum thereby making the students to learn adequately	60	50	50	40	200	530	2.7	A
4.	It promotes discipline in the classroom and enhances students learning skills	100	80	20	-	200	680	3.4	A
5.	It gives room for proper evaluation of both the teachers and learners	80	80	40	-	200	640	3.2	A

GRAND MEAN= 3.16

From the computed mean in table 2 above, it could be seen that table 2 has the grand mean of 3.16 which shows that the respondents agreed on the listed impacts of effective supervision on teacher's classroom management of students in secondary schools.



## Summary Results

In summary, the results showed that

- i. The supervisor should provide an immediate feedback after observation.
- ii. There should be constant checking of the teachers work activities in the classroom.
- iii. Through classroom visits, the supervisor can have an insight into quality benchmark and performance.
- iv. Inappropriate management, lack of instructional facilities and mismanagement of instructional time are the challenges faced by secondary school principals in supervising teachers.

## Discussion of Findings

Findings in table showed the methods and techniques employed by head teachers in carrying out their general and instructional supervisory duties. They include; stimulation of teachers in the improvement of instruction, selection and revision of educational objectives, maintaining of instruction and methods of teaching and evaluation, constant checking of the teachers work activities in the classroom and finally, evaluating the teachers instructional materials. This was in line with the findings of Utibi (2009) who stated that head teachers should employ a friendly and constant approach in supervising the teachers.

## Conclusion

Based on the findings of the study, the researcher concluded that teachers become serious with their duties in other for the students to learn well when they are effectively supervised in the classroom.

Effective instructional supervision is a powerful tool for fostering teacher active participation in the classroom. When supervisors focus on collaboration, data-driven feedback, and professional growth, teachers feel more empowered, motivated, and confident in their abilities. This translates into more engaging, dynamic, and effective learning environments for all students.

## Recommendations of the Study

Based on the findings of the study, the researcher made the following recommendations;

Schools should invest in training and resources for supervisors to ensure they possess the knowledge and skills to effectively guide and support teachers.

Time should be allocated for regular collaborative supervision meetings and professional development opportunities.

Schools should create a culture of trust and open communication, where teachers feel comfortable seeking feedback and support from supervisors.

By implementing these recommendations, school systems can harness the potential of effective supervision to enhance teacher active participation and ultimately improve student learning outcomes.

- i. The head teacher should ensure that quality supervision is conducted in his school. This will go a long way in checking the teacher's classroom activities.
- ii. The head teacher should ensure that the teachers' instructional

materials are evaluated constantly.

- iii. The head teacher should ensure that he/she maintains a cordial relationship with his teachers.
- iv. They should also ensure that the instructional times are utilized adequately.
- v. Proper evaluation should always be conducted for both the teachers and learners
- vi. The school authorities should ensure that adequate supervision is always conducted so as to motivates the teachers to attend classes
- vii. Effective supervision should be conducted always so that Large scope of the content of the curriculum will be covered
- viii. Effective supervision should be conducted to enhance discipline in the classroom and enhances students learning skills

### Summary of the Study

In summary, the study showed that the supervisor should provide an immediate feedback after observation, there should be constant checking of the teachers work activities in the

classroom, through classroom visits, the supervisor can have an insight into quality benchmark and performance and inappropriate management, lack of instructional facilities and mismanagement of instructional time are the challenges faced by secondary school principals in supervising teachers.

Lack of supervision by head teacher/principal in secondary schools affects the teachers work performances which in turn makes them to be reluctant to do their classroom work effectively and this affects the student's academic performances.

The study showed that mismanagement of time by both the head teacher and teachers in the school affects student's academic performances.

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