



Instructional Supervision as a Tool for Promoting Teacher Professional Growth in Senior Secondary Schools in Dange Shuni Local Government Area, Sokoto State, Nigeria

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Abstract: This study intends to assess instructional supervision as a tool for promoting teachers' professional growth. The study is a descriptive survey correlational research. The population of this study comprises all the teaching staff in public senior secondary schools in Dange/Shuni Local Government. The total population is 117 teaching staff. The sample size of 108 participants out of 117 was selected based on the description of the Research Advisors (2006) table for determining sample size. The researcher used proportionate and simple random sampling techniques to arrive at the sample. The instruments used in this study are the self-constructive questionnaire titled "Instructional Supervision Questionnaire (ISQ) and the Teacher Effectiveness Questionnaire (TEQ)". The instrument was validated by a team of experts in the area of Educational Management from the Faculty of Education and Extension Service, Usmanu Danfodiyo University, Sokoto. The reliability of the instrument was obtained using test and re-test methods and a co-efficient of 0.75 was obtained. The data obtained were analyzed using descriptive and inferential statistics to answer research questions and test null hypotheses. After the analyses, the study found that there is a significant relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvisation, using teaching aids, and teacher effectiveness in senior secondary in Dange/Shuni Local Government area, Sokoto State. Therefore, the study recommended that Principals and heads of departments should encourage cognitive coaching as a way of supervising the teachers, also supervisors should be encouraging classroom interaction for teacher effectiveness in promoting teachers' professional growth while supervising teachers in schools.

Keywords: Instructional Supervision, Tool, Teacher Effectiveness

Introduction

The paper viewed supervision as a process of managing the activities of teachers aimed at improving their professional competence and the quality of their instructional delivery. Teacher Effectiveness refers to the level of accuracy and competency in preparing a lesson plan, improvising teaching aids, classroom management, breaking syllabus, and the quality of students he/she produce (Manga, 2015). Instructional supervision is essentially defined as the practice of monitoring the performance of teachers, observing their competence, and using appropriate strategies to correct mistakes while continuing to improve priorities by schools will be valued and educational goals achieved (Nakpodia, 2011). Monitoring is a way of motivating, guiding, improving, refreshing, encouraging, and caring for teachers with the hope of seeking their cooperation to maintain or uplift school values (Peretomode, 2001). School supervision is the process of monitoring the activities of staff and students to ensure that they are in line with the policies, objectives, and programs designed to achieve the goals of the school (Manga, 2013). Monitoring is important in the school system so that the educational goals, objectives, and objectives of education can be achieved. It aims to improve teaching and learning through mentoring and planning, as well as designing ways to improve teachers' skills and abilities and helping them to realize their creative potential so that through them the teaching system can be improved.

Some of the reasons for teaching care among educators, according to Ojelabi in Manga (2015) include:

1. To ensure that the minimum requirements are observed. The purpose of this is to provide equal access to education for all children by ensuring that school rules are observed.
2. Creating a forum through which practical advice can be given to improve the teaching and learning environment in schools by improving the learning environment.
3. To ensure that the quality of education and the cost of running the school are maintained.
4. To present it to the relevant authorities concerning the actual human and material status while affecting the schools through the monitoring report. Some of the topics reviewed here include the provision of space, class size, equipment environment, staff capacity and suitability for teacher teaching and understanding of the supervisor, and many other challenges the school faces.
5. To encourage and guide by highlighting good academic practices while monitoring poor academic performance (Manga, 2013).

Review of Related Empirical Studies

Sule, Ameh, and Egbai (2015) conducted a study on the relationship between instructional supervisory practices and teachers' role effectiveness in public secondary schools in the Calabar South Local Government Area of Cross River State. Two null hypotheses were formulated to guide the study. Ex-post-facto research design was adopted for the study. The population of the study comprises all public secondary school principals and teachers in the study area. There are a total of six principals and 433 teachers. A simple random sampling technique was used to select 195 teachers from six public secondary schools. A well-structured questionnaire tagged "Instructional Supervisory Practices Questionnaire (ISPQ) and Teachers'

Role Effectiveness Questionnaire (TREQ)” was used for data collection. The results of the analysis revealed that there was a significant positive relationship between the instructional supervisory practice of classroom observation and teachers’ role effectiveness. The result also revealed that there was a significant positive relationship between the instructional supervisory practice of checking teachers’ lesson notes and teachers’ role effectiveness. It was concluded that a closer, regular and continuous instructional supervisory practice rather than snappy, unscheduled, and partial supervision is what is urgently needed especially now that a lot of changes have been introduced into the school curriculum. It was recommended among others that the Government through the Ministry of Education should organize training programs for principals as well as teachers on the need for effective instructional supervision.

This study is based on the theory of X and Y developed by Douglas Mc Gregor which was published in (1960) in his book, “The Human Side of Enterprise” as highlighted by Manga, (2013).

Theory of X

This theory is based on human nature, which it views to be innately weak and needs autocratic control, threats, and punishments. The theory has elements of orthodox traditional concepts of management as centrally, inflexible control from top to bottom with strict orders telling people how to execute the ideas of top management. The assumptions of the theory are as follows:

- i. Most human beings have an inherent dislike for work and will try to avoid it if possible.
- ii. Most human beings prefer to be coerced, forced, directed, controlled, and threatened with punishment to make them work.
- iii. That the average human beings are by nature indolent. He works as little as possible.
- iv. That the average human being wishes to avoid responsibility, has little ambition and wants security above all.
- v. He is by nature resistant to change.

Theory Y

This theory is the opposite or alternative to theory X. Theory Y is people-centred as it believes that people are strictly self-motivating. The theory has the following assumptions:

1. That the average human being does not inherently dislike work, since the expending of physical and mental effort is as natural as play and rest.
2. That external control and the threat of punishment are not the only way to make people work out but that men should be made to exercise self-control and self-direction.
3. That the degree of commitment to work depends on the rewards associated with achievement.
4. That the average human being under proper conditions learns to accept and even seek responsibility.
5. People are not by nature passive and resistant to changes, since human beings are dynamic in nature.

Statement of the Problem

Linking fingers from different angles indicates the incapability of teachers as they fail to carry out their primary duties and the lack of attention paid by school principals. The high number of students failing the final exams, no doubt caused parents/guardians to lose confidence in the ability and capability of public schools' teachers to provide quality education. Another problem observed by the researcher is the provision of services or service delivery in the classroom, many of the teaching staff reported that the quality of teaching in senior secondary schools is a matter of concern, the inexperienced teachers do not do well while experienced ones do not go to their classes. Most of Schools have a sufficient number of teachers who are qualified to teach at different levels of education but punctuality is the problem. However, many studies have proven that the only difference between public and private schools is the quality of teaching care.

Research Objectives

1. To find out the relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvisation and using teaching aids in senior secondary in Dange/Shuni Local Government area, Sokoto State
2. To ascertain the relationship between instructional supervision of classroom interaction and teacher effectiveness in promoting teachers' professional growth in senior secondary in Dange/Shuni Local Government area, Sokoto State

Research Questions

1. What is the relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvisation and using teaching aids in senior secondary in Dange/Shuni Local Government area, Sokoto State
2. What is the relationship between instructional supervision of classroom interaction and teacher effectiveness in promoting teachers' professional growth in senior secondary in Dange/Shuni Local Government area, Sokoto State

Research Hypotheses

1. Ho¹ There is no significant relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvisation and using teaching aids in senior secondary in Dange/Shuni Local Government area, Sokoto State
2. Ho² There is no significant relationship between instructional supervision of classroom interaction and teacher effectiveness in promoting teachers' professional growth in senior secondary in Dange/Shuni Local Government area, Sokoto State

Research Methodology

The research is a descriptive survey of correlational type. The population of this study comprises all the teaching staff in public senior secondary schools in Dange/Shuni Local Government area and has a total population of 117 teaching staff. The sample size of 108 participants out of 117 populations of the teaching staff was based on Research Advisors (2006) table for determining sample size. The researcher used proportionate and random sampling techniques to give equal opportunity to each teaching staff a chance of being selected. The instrument for this study is a self-constructed questionnaire titled: Instructional Supervision

Questionnaire (ISQ) and Teacher Effectiveness Questionnaire (TEQ). The instrument was validated by a team of experts in the area of Educational Management from the Faculty of Education and Extension Service, Usmanu Danfodiyo University, Sokoto. Reliability of the instrument was obtained using test and re-test methods and a co-efficient of 0.75 was obtained. The filled questionnaire will be collected and processed. The data will be analyzed using Statistical Package for Social Science (SPSS). The statistical tool to be used in analyzing the data obtained is a simple descriptive statistic (mean) and person product moment correlation coefficient.

Data Presentation and Analysis

Research Questions One: What is the relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvising and using teaching aids in senior secondary in Dange/Shuni Local Government area, Sokoto State?

To answer this research question, mean and standard deviation were used as shown in table 6.

Table 1: Mean scores relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvising and using teaching aids

Variables	N	MEAN	SD
Instructional Supervision on Cognitive Coaching (ISPC)	117	3.24	0.98
Instructional Supervision on Cognitive Coaching (ISPC)	117	3.10	0.97

Source: Field Work (2022)

Data presented in Table 1 showed that instructional supervision of cognitive coaching has a mean score of 3.24 and a standard deviation of 0.98 and the teacher effectiveness on peer coaching at 3.10 with a standard deviation of 0.97. Based on the criterion of 2.50 and above, it means that respondents agreed that there is a relationship between instructional supervision of cognitive coaching and the teachers' effectiveness in improvisation and using teaching aids.

Research Question Two: What is the relationship between instructional supervision of classroom interaction and teacher effectiveness in promoting teachers' professional growth in senior secondary in Dange/Shuni Local Government area, Sokoto State?

To answer this research question, mean and standard deviation were used as shown in table 2.

Table 3: Mean scores relationship between instructional supervision of classroom interaction and teacher effectiveness in promoting teachers' professional growth

Variables	N	MEAN	SD
Instructional Supervision of Classroom interaction (ISCI)	117	3.02	1.07
Teacher Effectiveness in Classroom Interaction (TECI)	117	2.89	0.86

Source: Field Work (2022)

Data presented in Table 2 showed that instructional supervision of classroom observation has a mean score of 3.02 and a standard deviation of 1.07 and the teacher effectiveness in classroom management at 2.89 with a standard deviation of 0.86. Based on the criterion of 2.50 and above, it means that respondents agreed that there is a significant relationship between instructional supervision of classroom interaction and teacher effectiveness in promoting teachers' professional growth.

Hypothesis One

Ho₁: There is no significant relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvisation and using teaching aids in senior secondary in Dange/Shuni Local Government area, Sokoto State.

To test the null hypothesis, the mean and standard deviation of instructional supervision of cognitive coaching and teacher effectiveness in improvisation and using teaching aids were compared and analyzed.

Table 3: Pearson Product Moment Correlation Coefficient for a relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvisation and using teaching aids

Variables	N	MEAN	SD	r-Cal	p-Value	Decision
ISCC	117	3.24	0.98	0.97	0.001	Ho3 Reject
TECC	117	3.10	0.97			

Source: Field Work (2022)

Table 3 is a summary of the correlation coefficient measured by the Pearson Product Moment Correlation Coefficient (PPMC) to show the degree of relationship between instructional supervision of cognitive coaching and the teacher effectiveness in improvising and using teaching aids in senior secondary schools in Dange/Shuni Local Government area, Sokoto State. The result of the analysis indicated that there is a positive correlation between the variables, $r = 0.97$, $n = 235$, $p < 0.05$. Since the p -Value (0.000) is less than level alpha ($\alpha = 0.05$), the Ho₃ is rejected. The researcher concluded that there is a statistically significant positive relationship between instructional supervision of cognitive coaching and the teacher effectiveness in improvising and using teaching aids in senior secondary schools in Dange/Shuni Local Government area, Sokoto State. This indicates the supervisors' updates of teachers' knowledge of identification of student learning impairment, attention on the mastery of subject matter, development of skills of selecting the suitable learning strategies, and employment of effective instructional activities improve teacher effectiveness.

Hypothesis Two

Ho₂: There is no significant relationship between instructional supervision of classroom interaction and teacher effectiveness in promoting teachers' professional growth in senior secondary in Dange/Shuni Local Government area, Sokoto State.

To test the null hypothesis, the mean and standard deviation of instructional supervision of classroom interaction and teacher effectiveness in promoting teachers' professional growth were compared and analyzed.

Table 4: Pearson Product Moment Correlation Coefficient for the relationship between instructional supervision of classroom interaction and teacher effectiveness in promoting teachers' professional growth

Variables	N	MEAN	SD	r-Cal	p-Value	Decision
ISCM	117	3.02	1.07	0.78	0.001	Ho1 Reject
TECM	117	2.89	0.86			

Source: Field Work (2022)

Table 4 is a summary of the correlation coefficient measured by the Pearson Product Moment Correlation Coefficient (PPMC) to show the degree of relationship between instructional supervision of classroom interaction and the teacher effectiveness in promoting teachers' professional growth in senior secondary schools in Dange/Shuni Local Government area, Sokoto State. The result of the analysis indicated that there is a positive correlation between the variables, $r = 0.78$, $n = 235$, $p < 0.05$. Since the p-Value (0.001) is less than level alpha ($\alpha = 0.05$), the H_0 is rejected. The researcher concluded that there is a statistically significant positive relationship between instructional supervision of classroom interaction and the teacher effectiveness in promoting teachers' professional growth in senior secondary schools in Dange/Shuni Local Government area, Sokoto State. This indicates the supervisors' supportive behavior can lead to teachers' effectiveness in promoting teachers' professional growth in the classroom. They promote teacher-student interaction, student-student interactions, and peer interaction among others.

Summary of the Major Findings

- i. There is a significant relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvisation and using teaching aids in senior secondary in Dange/Shuni Local Government area, Sokoto State
- ii. There is a significant positive relationship between instructional supervision of classroom interaction and the teacher effectiveness in promoting teachers' professional growth in senior secondary schools in Dange/Shuni Local Government area, Sokoto State.

Discussion of Findings

The study revealed that there is a significant relationship between instructional supervision of cognitive coaching and teacher effectiveness in improvising and using teaching aids. This finding conquered by Tesfaw and Hofman, (2012) suggested that, cognitive coaching influences beginner teachers in selecting the best and most appropriate method of supervision that can help them develop professional growth in their career. Various scholars recommended that cooperative supervisory choices such as peer coaching, cognitive coaching, and mentoring should particularly be obtainable for trainee teachers to enhance their professional growth and instructional competence Tesfaw and Hofman, (2012). More so, Bowman and McCormick (2000) reported that peer coaching provides possible opportunities for teachers to improve teaching skills through collaborative effort, contribution to decision-making, and immediate feedback. In addition, Ikegbusi and Eziamaka, (2016) confirmed that instructional supervision forced teachers' to always be prepared and organized and learned many skills that may help them in their duties.

Conclusion

Instructional supervision of classroom observation, peer coaching, and cognitive coaching may influence teacher effectiveness in classroom management, breaking syllabus and lesson preparation and improvisation, and using teaching aids as indicated by several empirical studies. Many researchers found that the major difference between public and private schools in academic performance is the issue of instructional supervision which seems to be true.

Recommendations

- i. The principals and the head of departments should be supervising teachers' instruction for teacher effectiveness in secondary schools.
- ii. The supervisors should be encouraging classroom interaction for teacher effectiveness in promoting teachers' professional growth while supervising teachers in schools.

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