



Impact of Instructional Supervision on Teachers Use of Teaching Methods in Public Secondary Schools in Zaria Education Zone, Kaduna State

Aliyu, Bilkisu Bashir
Department of Educational Administration and Planning
Federal College of Education, Zaria

ABSTRACT

The study investigated the Impact of instructional supervision on teachers' use of teaching methods in public secondary schools in Zaria Education Zone, Kaduna State. The study adopted survey research design with the population of 48 principals, 1567 teachers and 32 MOE officials in Zaria Education Zone, Kaduna State, totalling 1647 respondents. A sample size of 10 principals, 306 teachers and 6 MOE officials, making the total of 322 respondents were sampled from Zaria Education Zone, Kaduna State. The instrument tagged "Instructional Supervision and Teacher Effectiveness Questionnaire (ISTEQ)" was used for data collection in the study. After due validation, the instrument was pilot tested. The reliability co-efficient was determined using Cronbach's Alpha statistics and a reliability coefficient of 0.84 was obtained. Data collected was analysed using descriptive statistics involving frequency, percentage, mean and standard deviation, while analysis of variance (ANOVA) was used to test the hypotheses at 0.05 level of significance. Findings from the study revealed that Instructional supervision has impact on teacher use of teaching methods in public secondary schools in Zaria Education Zone, Kaduna State. The study recommend that there should regular workshop and training for teachers and supervisors on the new methods and techniques of teaching to boost lesson delivery in schools.

ARTICLE INFO

Article History
Received: January, 2022
Received in revised form: March, 2022
Accepted: May, 2022
Published online: June, 2022

KEYWORDS

Instructional Supervision, Teaching Methods, Secondary Schools, Zaria

INTRODUCTION

The instructional supervision of teachers plays an important role in ensuring quality teaching and learning in schools. As the call for accountability in education builds, there is pressure to ensure that educators are meeting expectations by the government, boards of education, and the public. According to Merideth (2007), the accountability movement that has placed increased emphasis on what students should know and do has also placed pressure on the continued professional growth and development of teachers.

In Kaduna State, initiatives such as the Quality Assurance and School Supervision Programme (Ministry of Education, 2007) deal with enhancing student learning through

professional support. According to Alasoluyi and Jimoh (2017), the enhancement of educational experiences and learning of students is a goal of professional development activities. This goal is also shared by instructional supervision (Nolan & Hoover, 2004; Auger & Wideman, 2000) and professional learning communities (DuFour & DuFour, 2003). Instructional supervision and professional development support the professional growth of teachers. Use of these practices within a school can support school improvement, teacher quality and student learning.

Supervision of instruction is important for the realization of an effective education system. Supervision of instruction may be seen as the process of bringing about improvement in



the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning. Egunyomi cited in Oyewole and Ehinola (2014) observed that instructional supervision is the interaction between supervisor and the tutor to effectuate the quality of instruction. Instructional supervision implies the analysis of the behaviour, and teachers' antecedent factors of the two groups in the interaction process and proposition, which seek to explain the interaction process itself. This interaction process involves the supervisor who happens to be a professional superior and a professional teacher who is a subordinate. The behaviour of the supervisor in his relationship with teacher is assumed to be one of the significant factors on the teacher efficiency or performance.

Instructional supervision is required to guide teachers to be able to combine relevant input for enhancement of the 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. The ugly situation of poor performance of public secondary school students in Nigeria perhaps requires intensive instructional supervision towards attaining school goals and objectives. The primary objective of instructional supervision is therefore to ensure that teaching and learning proceed under adequate condition and yield the desired results. The importance of instructional supervision on the achievement of effective learning in today's educational system can consequently not be over-emphasized especially at the secondary school level which is perceived to be a vital step for career decisions.

As stated by Glickman in Oyewole and Ehinola (2014), instructional supervision is a process of improving instruction for the benefit of students. He noted that instructional supervision helps the students to learn as effectively and efficiently as possible. Teaching and learning are complementary process. Learning is indicated by a change in behaviour of the person concerned as a result of experience brought about by personal motivation, interest, thinking, activity and external factors (such as, direct instruction,

incidental experiences, reading, discussion, etcetera).

Secondary education is the education children received after the primary education and before the tertiary stage (FRN, 2009). The broad goal of secondary education is to prepare the individual for useful living within the society and higher education. It is important to note that if the Nigerian secondary level of education is to be functional, productive and students' performance improved, greater attention must be focused on the ways teachers perform their instructional duties. Ogunrinde (2004) noted that the ultimate goal of the subject teacher in our secondary school is to prepare and present the students to pass well both at internal and external examinations.

Teaching methods are very vital to the teaching-learning processes in schools. The methods adopted by the teacher may either promote or hinder effective teaching-learning process (Alasoluyi, 2017). Pratt (2008), view teaching as the activities of educating or instructing; activities that impart knowledge or skill written or spoken directions for carrying out a procedure or performing a task. Teaching can be defined as an act of a particular kind that is movement of the body or part of the body, taking, pausing, explaining, and reading to an individual or group of persons in the class or outside the class in order to impact knowledge with the guidance of curriculum.

Moreso, instructional supervision which contain elements and characteristics of professional learning can help support teacher growth and student learning. Aseltine, Faryniarz and Rigazio-DiGilio (2006) stated that new approaches to instructional supervision focus on the professionalism of teaching by supporting teachers to play a critical role in determining the focus of their professional efforts and places student learning at the centre of the focus. There has been considerable research into instructional supervision in Nigeria but little has been done in the area of study. Therefore, a need arises to examine the impact of instructional supervision on teachers' effectiveness in public secondary schools in Zaria Education Zone, Kaduna State.

The importance of supervision in schools cannot be over- emphasized especially



at this period when there is a growing concern about the low quality of education and low performance of students in schools. It is important to note that if the Nigerian secondary level of education is to be functional, productive and students' performance improved, greater attention must be focused on the ways teachers perform their instructional duties. Ogunrinde (2004) and Obilade (1997) noted that the ultimate goal of the subject teacher in secondary school is to prepare and present students to pass well both at internal and external examinations. They further averred with dismay, the perfunctory and gradual deterioration of the attainment of this goal over the years. Several problems militate against the realization of these goals. One of these may be attributed to the falling measures of instructional methods and supervision in public schools.

Moreover, the principals who should be a leader and co-coordinator of instructional supervision are always concentrating in administrative and disciplinary matters in the offices also created problems of ineffective delivering of lessons and teaching. Therefore, a selected technique/approach of instructional supervision by the Head of Department in secondary schools is imperative to restore good old days of standard educational achievement recorded in the 60's to 90's and also ensure good reputations to teachers and higher standard in quality of education in Zaria Education Zone, Kaduna State, Nigeria. This study therefore sought to determine the impact of instructional supervision on teachers' effectiveness in public secondary schools in Zaria Education Zone, Kaduna State.

Objectives of the Study

The study was carried out with the objective to:

1. Find out the impact of instructional supervision on teachers use of teaching methods in public secondary schools in Zaria Education Zone, Kaduna State.

Research Questions

The study answered this research question with a rating mean of 3.0:

1. What impact does instructional supervision has on teachers' use of teaching methods in public secondary schools in Zaria Education Zone, Kaduna State?

Research Hypotheses

In line with the stated objective and research question, this null hypothesis was tested at 0.05 level of significance:

Ho₁: There is no significant difference in the opinions of principals, teachers and MOE officials on the impact of instructional supervision on teachers' use of teaching methods in public secondary schools in Zaria Education Zone, Kaduna State.

METHODOLOGY

The study adopted survey research design with the population of 48 principals, 1567 teachers and 32 MOE officials in Zaria Education Zone, Kaduna State, totalling 1647 respondents (Ministry of Education, Science and Technology, Kaduna State, 2017). A sample size of 10 principals, 306 teachers and 6 MOE officials, making the total of 322 respondents were sampled from Zaria Education Zone, Kaduna State using Research Advisor (2006) table for determining sample size. The instrument tagged "Instructional Supervision and Teacher Effectiveness Questionnaire (ISTEQ)" was used for data collection in the study. After due validation, the instrument was pilot tested. The reliability co-efficient was determined using Cronbach's Alpha statistics and a reliability coefficient of 0.84 was obtained. Data collected was analysed using descriptive statistics involving frequency, percentage, mean and standard deviation, while analysis of variance (ANOVA) was used to test the hypotheses at 0.05 level of significance.

RESULT

Research Question: What impact does instructional supervision has on teachers' use of teaching methods in public secondary schools in Zaria Education Zone, Kaduna State?

Opinions of principals, teachers and Ministry of Education Officials were gathered in



order to provide answer to this research question. The summary of analysis made in

respect to research question two is presented in table 1.

Table 1: Impact of Instructional Supervision on Teachers Use of Teaching Methods in Public Secondary Schools in Zaria Education Zone, Kaduna State

SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
1.	Instructional supervision helps teachers to imbibe appropriate methods for teaching in and outside classroom.	Principals	2	-	-	3	5	3.300	1.494
		Teachers	102	86	8	74	36	4.516	1.207
		MOE	1	-	-	3	2	2.166	1.471
2.	Instructional supervision helps teachers in demonstrating friendly, humorous and persuasive characters.	Principals	2	1	-	2	5	2.600	1.505
		Teachers	136	68	1	75	26	4.140	1.234
		MOE	3	1	-	1	1	2.666	1.505
3.	Instructional supervision provide opportunity for teachers to collaborate with colleagues inside and outside the school.	Principals	-	5	-	4	1	2.600	1.501
		Teachers	68	124	2	72	40	4.843	1.196
		MOE	2	3	-	-	1	2.666	1.511
4.	Instructional supervision encourages the use of modern methods of instruction.	Principals	-	3	1	4	2	3.900	1.337
		Teachers	99	104	1	37	65	4.486	1.265
		MOE	2	2	1	-	1	3.800	1.378
5.	Instructional supervision help teachers develop theoretical understanding of the skills and knowledge they need to learn.	Principals	-	4	2	2	2	2.800	1.229
		Teachers	58	112	64	4	68	4.803	1.162
		MOE	-	3	1	1	1	3.000	1.264
6.	Instructional supervision enable teachers use learner-centred method.	Principals	-	2	-	2	6	3.800	1.229
		Teachers	78	97	51	73	7	3.457	1.173
		MOE	-	4	-	1	1	3.666	1.211
7.	Trust and positive communication exists between the supervisor and the teacher.	Principals	-	4	1	3	2	3.600	1.349
		Teachers	66	104	83	-	53	3.333	1.095
		MOE	-	3	-	2	1	2.666	1.509
8.	Instructional supervision help the less effective and inexperienced teachers to improve their teaching.	Principals	-	-	-	5	5	1.500	0.527
		Teachers	1	128	60	50	67	3.879	1.137
		MOE	-	3	-	3	-	2.805	0.547
9.	Instructional supervision encourages teachers to develop a repertoire of teaching methods.	Principals	-	5	-	4	1	3.600	1.505
		Teachers	48	124	63	1	70	4.869	1.123
		MOE	3	1	-	2	-	3.976	1.740
10.	The instructional supervision helps teachers to utilize collective inquiry into best practice.	Principals	2	2	1	5	-	2.600	1.776
		Teachers	29	146	6	98	27	3.003	1.306
		MOE	1	4	-	-	1	3.944	1.834
Average Mean								3.43	1.31

Table 1 shows that instructional supervision has impact on teachers' use of teaching methods in public secondary schools in Zaria Education Zone, Kaduna State. The table showed that the average response mean of 3.43

is higher than the rating mean of 3.0. The implication of this result is that, instructional supervision encourages the use of modern methods of instruction as this item attracted the highest response mean of 3.900 for principals, 4.486 for the teachers and 3.800 for MOE



Officials. Detail shows that a total of 3 principals agreed with item number 4, while 1 stayed undecided, 4 agreed as against 1 principal that strongly disagreed with item number 4 on the table. Also, a total of 99 teachers strongly agreed, while 104 of the respondents agreed, against 1 that stayed undecided while 37 disagreed and 65 that strongly disagreed. In like manner, 2 MOE Officials strongly agreed with item number 4 and 2 agreed, against 1 that stayed undecided and 1 that strongly disagreed with the item.

Hypotheses Testing

The null hypothesis was tested using analysis of variance (ANOVA) at 0.05 level of significance.

Table 2: Summary of ANOVA Statistics on the Impact of Instructional Supervision on Teacher's Use of Teaching Methods in Public Secondary Schools in Zaria Education Zone, Kaduna State

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	52.500	2	26.250	23.336	3.15	.000
Within Groups	371.200	320	1.125			
Total	423.700	322				

Table 2 showed the f-ratio value of (23.336) at 320 degrees of freedom and at 0.05 level of significance. The critical value (3.15) is less than f-ratio value (23.336), while the probability of P(.000) is less than 0.05 level of significance. This implied that instructional supervision has impact on teacher use of teaching methods in public secondary schools in Zaria Education Zone, Kaduna State. The implication of this result was to reject the null hypothesis which states that there is no significant difference in the opinions of principals, teachers and MOE officials on the impact of instructional supervision on teacher' use of teaching methods in public secondary schools in Zaria Education Zone, Kaduna State.

FINDING

Based on the hypothesis tested in the study, the study revealed that:

1. Instructional supervision has impact on teacher use of teaching methods in

Hypothesis: There is no significant difference in the opinions of principals, teachers and MOE officials on the impact of instructional supervision on teacher' use of teaching methods in public secondary schools in Zaria Education Zone, Kaduna State.

The opinions of principals, teachers and Ministry of Education Officials on the impact of instructional supervision on teacher' use of teaching methods in public secondary schools in Zaria Education Zone, Kaduna State are analysed using analysis of variance (ANOVA). The summary of the hypothesis tested is presented in table 2:

public secondary schools in Zaria Education Zone, Kaduna State.

DISCUSSION OF FINDINGS

Findings on the research question revealed that instructional supervision has impact on teachers' use of teaching methods in public secondary schools in Zaria Education Zone, Kaduna State. This finding is explained in the context of the fact that instructional supervision encouraged the use of modern methods of instruction. Therefore, hypothesis two which stated that there was no significant difference in the opinions of principals, teachers and MOE officials on the impact of instructional supervision on teacher' use of teaching methods in public secondary schools in Zaria Education Zone, Kaduna State was rejected. This finding is in line with the finding of Orenaiya (2014) that instructional supervision which will facilitate students' learning status to improve to higher level of academic achievement which is desired by all stakeholders in education.



CONCLUSION

Supervision of instruction has been a neglected aspect of school management in Nigeria. Instructional supervision, if properly organized and executed can lead to positive improvement in the achievement of effective teaching and learning in schools and consequently lead to rising standard in educational system. However, it can be inferred in view of the findings from this study that instructional supervision encouraged the use of modern methods of instruction

RECOMMENDATION

The study recommends that:

1. There should be constant sponsored workshops and seminars for both the supervisors and teachers to enable them become knowledgeable on the new methods of teaching.

REFERENCES

- Alasoluyi, O. E., & Jimoh, A. (2017). Impact of personnel management policy implementation on performance of secondary school teachers in Ekiti State. *A paper presented at the 30th Annual National Conference of the Curriculum Organization of Nigeria (CON)*, on the theme: Curriculum and Community Development, 20th – 23rd September, 2017
- Asiabaka, I. P. (2008). The need for effective facilities management in Nigeria. *New York Science Journal*. Retrieved from <http://www.sciencepub.org>.
- Auger, W., & Wideman, R. (2000). Using action research to open the door to life-long professional learning. *Education*, 121 (1), 120-127.
- Bello, S. (2012). *Impact of School Supervision on the Management of Primary Schools in Northern Kaduna State*. Unpublished M.Ed Thesis, Ahmadu Bello University, Zaria.
- Cochran-Smith, M., & Lytle, S. L. (2001). Beyond certainty: Taking an inquiry stance on practice. In A. Lieberman, & L. Miller (Eds.), *Teachers caught in the action: professional development that matters* (pp. 45-58). New York: Teachers College, Columbia University
- Correia, M. P., & McHenry, J. M. (2002). *The mentor's handbook: practical suggestions for collaborative reflection and analysis*. Norwood, MA: Christopher Gordon.
- DuFour, R., & DuFour, R. (September 2003). *Creating professional learning communities*. Saskatoon, SK: conference manual.
- Falk, B. (2001). Professional learning through assessment. In A. Lieberman, & L. Miller (Eds.), *Teachers caught in the action: Professional development that matters* (pp. 118-140). New York: Teachers College Press.
- Garubo, R. C., & Rothstein, S. W. (1998). *Supportive supervision in schools, the greenwood educator's reference collection*. Westport, CT: Greenwood Press.
- Glanz, J., & Sullivan, S. (2000). *Supervision in practice: 3 steps to improving teaching and learning*. Thousand Oaks, CA: Corwin Press.
- Helterbran, V. R. (2008). Professionalism: Teachers taking the reins. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 81 (3), 123-127.
- Iroegbu, E. E., & Etudor-Eyo, E. (2016). Principals' Instructional Supervision and Teachers' Effectiveness. *British Journal of Education*, 4 (7), 99-109.
- Mbipom, G. N. (2002). *Concepts and issues in advanced educational administration*. Nsukka: University Press.
- McEntee, G. H., Appleby, J., Dowd, J., Grant, J., Hole, S., Silua, P., et al. (2003). *At the heart of teaching: A guide to reflective practice, the series on school reform*. New York: Teachers College Press.
- Merideth, E. M. (2007). *Leadership strategies for teachers* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Newman, J. M. (1998). *Tensions of teaching: Beyond tips to critical reflection*. Toronto, ON: Canadian Scholars' Press.
- Nolan, J. J., & Hoover, L. A. (2004). *Teacher supervision and evaluation: Theory into*



- practice*. Hoboken, NJ: John Wiley & Sons.
- Obakpolo, P., & Osakwe, R. N. (2015). Supervision as a Determinant of Public Secondary School Teachers' Effectiveness in Central Senatorial District of Delta State. *Journal of Research & Method in Education (IOSR-JRME)*, 5 (5), 08-19.
- Obilade, S. O. (1997). Changing value system as a factor in the poor performance of Students in public examinations *Mass Failure in Public Examinations, Seminar Paper*. Ibadan, University of Ibadan, 65-76.
- Ogunrinde, E. O. (2004). Instructional methods and supervision in secondary schools In Falayi, B., Alade, D.O., & Omotoso, D. (Eds.) *Effective administration and Practical strategies for teaching in secondary schools*. Ado- Ekiti: Sammy Dapus Educational Publications. 65- 77.