
PRINCIPALS' SUPERVISION OF TEACHERS' USE OF INSTRUCTIONAL MATERIALS IN TEACHING ECONOMICS IN SECONDARY SCHOOLS IN GOMBE

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ABSTRACT

This study investigated the Impact of Principal's Supervision of Teacher's Instructional Materials on Teaching Economics in Secondary Schools in Gombe Metropolis, Gombe State, Nigeria. Descriptive survey design was adopted for the study and the population of the study was 1021 comprises 17 principals and 1004 secondary school teachers in Gombe metropolis. A sample of 279 respondents was selected using proportionate random sampling techniques. Instrument used for the study was a structured questionnaire with a five-point Likert scale. It was validated by professionals in the department of educational foundations and curriculum, faculty of education, Ahmadu Bello University, Zaria. Pilot study was carried out and the data for the pilot study were analyzed using split halve method of reliability. Cronbach's Alpha was used to compute the reliability coefficient where 0.87 reliability coefficients was obtained. Descriptive statistics (mean score and standard deviation) was used to answer the research questions and t-test analysis was used to test the null hypothesis at 5% ($p < 0.05$) significant level. The findings revealed a significant difference in the opinion of principals and secondary school teachers on the impact of principal's supervision of teacher's instructional materials on teaching economics in secondary schools in Gombe metropolis. It was concluded that supervision of instructional materials by principals has impact on teaching economics in secondary schools. Based on the findings, it was recommended that instructional materials needed for effective teaching and learning of economics should be made available to schools and adequately supervised by the principals and efficiently utilized by the teachers for effective teaching and learning of economics in secondary schools.

INTRODUCTION

The importance of principals' supervision of instructional materials in today's educational system cannot be overemphasized. Instructional materials as the name suggests, are materials of visual, audio and audio - visual category that helps to make concepts abstracts and ideas concrete in the teaching and learning process. They are also materials which the teacher uses in supplementing his teachings. Instructional materials include materials used to

facilitate learning for better results. Likewise, it is the use of the chalkboard, charts, models, overhead projectors, films, television and computers in teaching process. Hence, it is not just the use of tools of technology alone but a systematic, integrated organization of machines hardware and software and man, teachers etc. to the solution of problems in education. In order to ensure an effective teaching learning process, it is important for the teacher to be thoroughly acquainted with the teaching resources and

services available to him. The components of instructional materials available to teachers and students are in large numbers and also vary according to the functions of each of them. Pictures (motion and still) graphics, maps, radio - recording and play back and the equipment used to get some of these utilized can be regarded as the components of Audio Visual Aids, or instructional aids. Examples of instructional materials are charts, maps, diagrams, comics, models, globes, slides, film strips, television, radio cassettes, video, recorders, cinema, public address system, laboratories and museums, flash cards, flannel boards, card boards, Calendar, Computers, etc.

Akomolafe (2005), define instructional materials as the resources that the teacher and students uses to influence the effectiveness of teaching and learning process. It is the creative use of probability of the students which will make them learn and improve their performance of the skills that are to develop. Edem (2007), sees instructional materials as audio visual materials or as innovations in teaching and learning. This involves the use of human effort, appropriate choice design and utilization of object to ensure effectiveness. Equally, it is defined as anything (Human effort, hardware, software, and improved materials) used to satisfy the educational means of the learners. It is an instructional device or technique or an expert brought in to teaching and learning interaction to facilitate sharing of experience, knowledge, skills, attitudes and value. Instructional materials are veritable channels in the classroom. Instructions given inform of practical work improve the learners level of understanding. There are the recourses that the teacher uses in presenting his lesson so that the students can easily understand what is being taught. It is a means of making teaching and learning process more meaningfully, effective, productive and understandable. The end result is the attainment of educational goals. Ada (2010) viewed instructional materials to include those materials and

services used in learning situations to supplement the written or spoken words in the transmission of knowledge, attitude and ideas. It is materials that facilitate teaching and learning activities and consequently the attainment of lesson objectives. It helps making teaching and learning real and meaningful.

Instructional materials are essential and significant tools needed for teaching and learning of school subjects to promote teachers' efficiency and improve students' performance. They make learning more interesting, practical, realistic and appealing. They also enable both the teachers and students to participate actively and effectively in lesson sessions. They give room for acquisition of skills and knowledge and development of self- confidence and self-actualization. Ibeneme (2000) defined teaching aids as those materials used for practical and demonstration in the class situation by students and teachers. Ikerionwu (2000) saw instructional materials as objects or devices that assist the teacher to present a lesson to the learners in a logical and manner.

In his own perspective, Fadeiye (2005) saw instructional materials as visual and audio-visual aids, concrete or non-concrete, used by teachers to improve the quality of teaching and learning activities in Social Studies. Agina-Obu (2005) submitted that instructional materials of all kinds appeal to the sense organs during teaching and learning. Isola (2010) also described instructional materials as objects or devices that assist the teachers to present their lessons logically and sequentially to the learners. Oluwagbohunmi and Abdu-Raheem (2014) acknowledged that instructional materials are such used by teachers to aid explanations and make learning of subject matter understandable to students during teaching learning process.

In the same vein, Obanya (2004) asserted that several studies carried out in some areas in Nigeria indicated that the results of Senior School Certificate Examinations were completely bad in nearly all subjects

offered by the students. He stressed further that only about 10% of candidates 'meaningfully passed' the examination. Abdu-Raheem (2011) asserted that non-availability and inadequacy of instructional materials are major causes of ineffectiveness of the school system and poor performance of students in schools. Ahmed (2003) confirmed that in most secondary schools in Nigeria, teaching and learning take place under a most un-conducive environment without access to essential materials. Eniayewu (2005) posited that it is very important to use instructional aid for instructional delivery to make students acquire more knowledge and to promote academic standard.

In addition, Ajayi and Ayodele (2001) stressed the importance of availability of instructional materials to achieving effectiveness in educational delivery and supervision in the school system. Ogbondah (2008) alerted on the gross inadequacy and underutilization of instructional materials necessary to compensate for the inadequacies of sense organs and to reinforce the capacity of dominant organs. He noted that school teachers should try their possible best in the provision of locally made materials in substitution for the standard ones to promote their lessons. Enaigbe (2009) noted that basic materials such as textbooks, chalkboard and essential equipment like computer, projector, television and video are not readily available in many schools.

In his own study, Kochhar (2012) supported that instructional materials are very significant learning and teaching tools. He suggested the needs for teachers to find necessary materials for instruction to supplement what textbooks provide in order to broaden concepts and arouse students' interests in the subject. According to Abolade (2009), the advantages of instructional materials are that they are cheaper to produce, useful in teaching large number of students at a time, encourage learners to pay proper attention and enhance their interest. However, Akinleye (2010) attested that effective teaching and learning requires a

teacher to teach the students with instructional materials and use practical activities to make learning more vivid, logical, realistic and pragmatic. Ekpo (2004) also supported that teaching aids are always useful in supporting the sense organs. Despite the fact that instructional materials are essential tools that can make learning practical and knowledge acquisition easier, they are not readily available in Nigerian secondary schools leading to low level of performance of learners in government examinations.

According to Obemeata, (2009) the importance of economics education to any nation is very clear. It enables both leaders and citizens to understand basic economics concepts, principles as well as to understand, appreciate and seek to improve the economic situation for their own social good. The understanding of economics is a pre-requisite for good citizenship. To him the principal objective for teaching economics should be "to provide economics understanding necessary for responsible citizenship". Being a responsible citizen involves the ability to take rational decision on important economic issues with a good basis for doing so.

Knowledge of economics and ability to apply it to significant problems and issues are essential elements of responsible citizenship in a democratic society. Citizens must be able to comprehend and use basic economic concepts in order to perform adequately as producers, consumers, investors, and voters in public elections. Widespread improvements in ability to perform these roles will yield enormous benefits to individuals and the nation. By contrast, the personal and public costs of inability to perform these roles are too large and harmful to be ignored. Knowledge and skills in economics, which are needed for citizenship, will not be learned by most individuals unless they are systematically and effectively taught in elementary and secondary schools. Therefore, economics belongs in the core curriculum, the common learning experiences

required of all students as part of their general education for citizenship.

To achieve the knowledge and skills in economics, school executives are expected to apply appropriate management skills. The principal of any secondary school has a crucial obligation in discharging management duties in school. Principalship is a well-established position as the chief executive who provides instructional leadership by coordinating curricular activities such as teaching aid, lesson plan, and continuous assessment towards ensuring effective teaching and learning.

Ani (2008) stated that principal's supervision of instructional material helps the teachers in presenting the subject matter effectively. This is because, before the teacher could come to class, he will be adequately study the subject and prepare a lesson note together with the relevant instructional materials to be used in the teaching and learning process. This will help the teacher to flow very well before the students and make learning more interesting. Similarly, Dare (2004) stated that principal's supervision of instructional materials helps teachers to make use of working model. In this case, the teacher will be properly organized in impacting the actual course content to students. Teacher using instructional materials efficiently will help students performs well.

The principals being instructional leaders are in good position to supervise, monitor assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them. The overall management of schools' rests within the principal, working with and through the teachers to maximize their capabilities in the profession and achieve the desired educational goals. In Gombe State for instance, principals have made efforts and they are still making efforts to improving teaching and learning of economics through effective and efficient supervision of teacher's use of

instructional materials. It is on this background that the researchers intend to establish the impact of principals' supervision of teachers' instructional materials on teaching economics in secondary schools in Gombe metropolis, Gombe State, Nigeria.

It has been observed that the current state of teaching and learning of economics in both public and private secondary schools in Gombe state is considered to be fairly effective. A number of factors have been identified to explain differential achievements and causes of poor teaching and learning of economics in the public secondary schools, but one factor which needs further investigation is the style of principal's supervisory roles performances specially in the supervision of instructional materials, lesson plan, and attitude of teachers towards attendance to their lesson which form the core of schools teaching and learning activities in secondary schools.

Objectives of the Study

The research objective below was formulated to serve as a guide to the researchers:

- I. Assess the impact of principal's supervision of teacher's use of instructional materials on teaching economics in secondary schools in Gombe metropolis.

Research Question

The research question below was formulated to serve as a guide to the researchers

- I. What is the impact of principal's supervision of teacher's use of instructional materials in teaching economics in secondary schools in Gombe metropolis?

Hypothesis

The research hypothesis below was formulated to guide the researchers and tested at 5% level of significance using t-test statistics

H0: There is no significant difference in the opinions of principals and teachers on the impact of principal's supervision of teacher's use of instructional materials on teaching economics in secondary schools in Gombe metropolis.

METHODOLOGY

Descriptive survey design was adopted for the study and the population of the study was all the one thousand and twenty-one (1021) which comprises seventeen (17) principals and all one thousand and four (1004) secondary school teachers in Gombe metropolis. A sample of two hundred and eighty-seven (279) respondents was used for the study. That is, 17 principals and 262 teachers. The selection of this sample size is based on the recommendation of Kreggie and Morgan (1970) who recommended that in a population of >1000 and <1125, the sample size of 287 is enough for good representation. The entire 17 principals were used for the study. Two hundred and seventy (270) teachers were selected using proportionate random sampling. A structured questionnaire with a five-point Likert scale titled "Principals' Supervision of Teachers Instructional Materials Questionnaire" (PSTIMQ) was used for data collection. The instrument was validated by professionals

in the department of educational foundations and curriculum, faculty of education, Ahmadu Bello University, Zaria. Pilot study was carried out in Gombe South Senatorial District with thirty (30) secondary school teachers and six (6) Secondary schools' principals. The data for the pilot study were analyzed using split halve method of reliability and Cronbach's Alpha was used to compute the reliability coefficient where 0.87 reliability coefficient was obtained. The instrument was personally administered on the respondents by the researchers which facilitated prompt response from the respondents. Descriptive statistics (mean score and standard deviation) was used to answer the research question while t-test analysis was used to test the null hypothesis at 5% ($p < 0.05$) significant level.

Some acronyms used in the study are: AG - Agree, UD - Undecided, DA - Disagree, F - Frequency, % - Percentage and SD - Standard Deviation.

RESULTS

What is the impact of principal's supervision of teacher's instructional materials on teaching economics in secondary schools in Gombe metropolis?

Table 1: Impact of Principal's Supervision of Teacher's Instructional Materials on Teaching Economics in Secondary Schools in Gombe Metropolis

| S/N | Item statement | Category of Respondents | Opinion of Respondents | | | | | | | | Decision |
|-----|---|-------------------------|------------------------|------|----|-----|----|------|------|-------|----------|
| | | | AG | | UD | | DA | | Mean | SD | |
| | | | F | % | F | % | F | % | | | |
| 1. | Does regular supervision of instructional materials have direct impact on teaching economics | Principals | 14 | 82.4 | 00 | 00 | 03 | 17.6 | 3.47 | 1.179 | Agree |
| | | Teachers | 222 | 84.7 | 19 | 7.3 | 19 | 7.3 | 3.68 | .865 | Agree |
| 2. | Principal's supervision of instructional materials encourages teachers on the proper use of the instructional materials | Principals | 13 | 76.5 | 00 | 00 | 04 | 23.5 | 3.29 | 1.312 | Agree |
| | | Teachers | 223 | 85.1 | 17 | 6.5 | 22 | 8.4 | 3.68 | .850 | Agree |

| S/N | Item statement | Category of Respondents | Opinion of Respondents | | | | | | | | Decision |
|-----|---|-------------------------|------------------------|------|----|------|----|------|------|-------|----------|
| | | | AG | | UD | | DA | | Mean | SD | |
| | | | F | % | F | % | F | % | | | |
| 3. | Principal's supervision of instructional materials helps teachers to use appropriate materials in the teaching process | Principals | 14 | 82.4 | 01 | 5.9 | 02 | 11.8 | 3.43 | 1.089 | Agree |
| | | Teachers | 204 | 77.9 | 33 | 12.6 | 25 | 9.5 | 3.59 | .904 | Agree |
| 4. | Principal's supervision of instructional materials encourages teachers to develop improvisation skills | Principals | 14 | 82.4 | 00 | 00 | 03 | 17.6 | 3.47 | 1.181 | Agree |
| | | Teachers | 186 | 71.0 | 32 | 12.2 | 43 | 16.4 | 3.37 | 1.126 | Agree |
| 5. | Regular principal's supervision on the use of instructional materials makes learning real and meaningful | Principals | 14 | 82.4 | 00 | 00 | 03 | 17.6 | 3.47 | 1.181 | Agree |
| | | Teachers | 178 | 67.9 | 29 | 11.1 | 54 | 20.6 | 3.26 | 1.216 | Agree |
| 6. | Principal's supervision on the use of instructional materials help teachers to explain and illustrate points and abstract ideas | Principals | 13 | 76.5 | 01 | 5.9 | 03 | 17.6 | 3.39 | 1.102 | Agree |
| | | Teachers | 167 | 63.7 | 39 | 14.9 | 56 | 21.4 | 3.21 | 1.206 | Agree |
| 7. | Principal's supervision of instructional materials helps to improve the intellectual ability of teachers. | Principals | 14 | 82.4 | 00 | 00 | 03 | 17.6 | 3.47 | 1.181 | Agree |
| | | Teachers | 176 | 66.8 | 29 | 11.1 | 55 | 21.0 | 3.21 | 1.253 | Agree |
| 8. | Regular principal's supervision on the use instructional materials helps to promote active participation in the lesson | Principals | 13 | 76.5 | 00 | 00 | 04 | 23.5 | 3.29 | 1.312 | Agree |
| | | Teachers | 190 | 72.5 | 27 | 10.3 | 44 | 16.8 | 3.38 | 1.137 | Agree |
| 9. | Principal's supervision of instructional materials helps teachers to develop different methods of teaching. | Principals | 15 | 88.2 | 00 | 00 | 02 | 11.8 | 3.65 | .996 | Agree |
| | | Teachers | 184 | 70.2 | 36 | 13.7 | 42 | 16.0 | 3.38 | 1.097 | Agree |
| 10. | Principal's supervision of instructional materials helps to teachers to cover the syllabus in time. | Principals | 12 | 70.6 | 00 | 00 | 05 | 29.4 | 2.29 | 1.312 | Disagree |
| | | Teachers | 183 | 69.8 | 30 | 11.5 | 46 | 17.6 | 3.31 | 1.188 | Agree |

Table 1 shows the analysis of items statements 1-10 used to answer the research question on the impact of principal's supervision of teacher's

instructional materials on teaching economics in secondary schools in Gombe metropolis. The table revealed that all the 10 items were agreed by the

secondary school teachers but for the principals, 9 items were agreed while item number 10 was disagreed. However, item 10 showed that, respondents were not in agreement with the suggestion that, Regular principal's supervision on the use of instructional materials helps students to retain concept easily. From the table, it was made clear that regular principal's supervision of instructional materials makes learning more permanent. This item statement attracted the highest mean score of 3.47 for the principals and 3.68 for the teachers with details showing 14 (82.4%) of principals agreed with the statement while 3 (17.6%) disagreed. For the teachers,

222 (84.7%) agreed with the statement while 19 (7.3%) disagreed. Therefore, this indicated that principal's supervision of teacher's instructional materials improves teaching and learning of economics in secondary schools in Gombe metropolis.

Test of Hypothesis

The hypothesis states that there is no significant difference in the opinions of principals and teachers on the impact of principal's supervision of teacher's instructional materials on teaching economics in secondary schools in Gombe metropolis

Table 2: T-test Summary on the Impact of Principals' Supervision of Teacher's Instructional Materials on Teaching Economics in Secondary Schools in Gombe Metropolis

| Variables | N | Mean | Std. | Df | t-cal | t-crit. | Sig. | Decision |
|--------------|------------|------|--------|-----|-------|---------|------|----------|
| Principals | 17 | 3.5 | .80523 | 277 | 1.516 | 1.96 | .731 | Retained |
| Teachers | 262 | 3.4 | .64311 | | | | | |
| Total | 279 | | | | | | | |

Table 2 shows the t-test analysis of difference in the opinions of principals and teachers on the impact of principal's supervision of teacher's instructional materials on teaching economics in secondary schools in Gombe metropolis. Results on the table revealed that calculated t-value (1.516) at 277 degree of freedom and at 5% level of significance is less than t-critical value (1.96). This means that, the opinions of principals and teachers with respect to the impact of principal's supervision of teacher's instructional materials on teaching economics in secondary schools in Gombe metropolis did not differ significantly. This therefore indicated that, both principals and teachers were of the view that, principal's supervision of teacher's instructional materials influences teaching and learning of economics in secondary schools in Gombe metropolis significantly. Therefore, the null hypothesis was retained.

DISCUSSION OF FINDINGS

The finding of this study revealed that principal's supervision of teacher's instructional materials has significant impact on teaching economics in secondary schools in Gombe metropolis. This finding is in line with Ani (2008) who stated that principal's supervision of instructional material helps the teachers in presenting the subject matter effectively. Eya and Leonard (2012) identified, among others things that the supervision of teachers' use of instructional materials is one of the responsibility of school principals to ensure that teachers incorporate teaching aids in their lesson preparation and their proper usage. This could be done through provision of relevant instructional materials, proper utilization of those materials and good external supervision by the Ministry of Education.

CONCLUSION

Based on the findings of the study, it was concluded that principal's supervision of teacher's instructional materials has impact on teaching economics in secondary schools as it aids teachers to be more effective in the teaching and learning process and help teachers to identify the relevant instructional materials to be used for the teaching and learning of economics in secondary schools.

RECOMMENDATIONS

Based on the findings, it was recommended that instructional materials needed for effective teaching and learning of economics should be made available to schools and adequately supervised by the principals and efficiently utilized by the teachers for effective teaching and learning of economics in secondary schools.

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