

## The Positive Effect of Selected Technique of Instructional Supervision on Students' Academic Achievement in Secondary Schools/High Schools.

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**ABSTRACT :** This is a descriptive, qualitative and quantitative research in coding, analysis and interpretation. A self-constructed questionnaire to measure sub-constructs of instructional supervision for collecting data from a sample of one hundred (100) biology teachers from the four (4) divisions of the state from twenty (20) Public Senior Secondary Schools and correlated 2010 West African Senior School Certificate Examination (WASSCE) academic result of twenty (20) schools selected randomly from public examination conducted by West African Examination Council (WAEC). This study tested stated null hypotheses at 0.05 significant level by the use of SPSS 20.0 Version and correlation/Pearson Product Moment Correlation. The research investigation showed significant effects and correlation/relationship of, class visitation, teachers' attendance and regularity, checking of record of work and lesson notes toward student academic work. The findings, analysis and interpretations were then use for making suggestions and recommendations for further improvements.

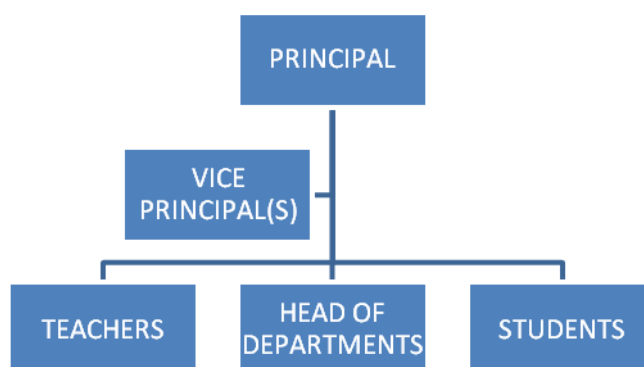
**KEYWORDS:** Class Visitation, Instructional Supervision, Teaching Aids, Students 'Academic Achievement.

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### I. INTRODUCTION

In any worthwhile organization, there is bound to be a monitor/overseer in a unit comprising workforce and production target. To measure the realization of target goods require certain scales for comparison of purpose and action; obviously, this is the unfolding secret of successes in industry. Since teaching, learning and inspection/supervision are components of educational industry, it is not out of sight to justify the use of internal supervisors in secondary school settings. Meanwhile, the establishment and approval of organogram of structure and functions at the secondary schools level is not a window dress. Rather should be functional and relevance as complements to instructional supervision roles to teachers and colleagues. Therefore, an organization structure of secondary schools is shown below with a chart (as figure 1).

#### Organization Structure Of Secondary Schools



The justification for assigning supervisory roles to Head of Departments (HOD'S) is that they are more closer to teachers (colleagues) thus can easily impact desired positive changes to our students to be well equipped through their teachers toward excelling in public examination. Moreover, the inspectorate department of ministry of education, science and technology saddled with responsibility of checking students and teachers notes, use of teaching aids, visitation to class were seldom regular and available.

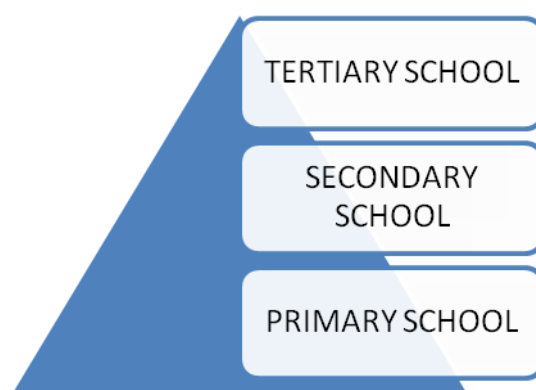
And whenever on visitation, their major focuses were centered on school records, school plant facilities, and office inspection. It must be emphasized that instructional supervision occupies a very important position in the educational system for checking and balance, quality control, quality assurance, enforcing adherence to standard of teaching and instruction, are to be achieved for the betterment of students, parents government and professional development, it must be accorded a must attention by integrating Head of Departments to compliment the constitutional functions and roles of education inspectors and principals/vice principals. Finally, the complexities, systemic workings and dynamic nature of education necessitated for a selected and special instructional supervision within the secondary school system that is internally managed within the control and authority of the school principal/vice principal.

## **II. BACKGROUND TO THE STUDY**

The incessant condemnation of content of education by the parents based on the academic performance of their wards in public examination conducted by West African Examination Council (WAEC) and National Examination Council (NECO). The buck is always passed on to the teachers/teaching workforce among insinuations that teachers are less qualified to teach, always interested in extra activities which generates additional income and factor of poor remuneration. Past and recent adjustment of teachers' salary together with other labour workforce by the State and Federal Governments could not arrest the dwindling performance of students in public examinations. From literature reviewed, none and little if related was devoted to instructional supervision using a selected technique by the Head of Departments in the Senior Secondary Schools. Therefore, this research study fills the gap for efficient instructional supervision in schools.

## **III. STATEMENT OF PROBLEM**

Instructional supervision is traditionally and constitutionally the responsibility of education inspectors/supervisors from the ministry of education, science and technology in each state of Nigeria but their irregularities and numbers of these important personnel created lots of gap in knowledge acquisition, integration, application to instructional teaching and learning between subject teachers and learners. During occasional visitation, the significant effect of inspection atmosphere could not have meaningful impact toward student improvement in understanding, application and correct reproduction of facts and knowledge resulting in good grades in public examination. Moreover, how many times do they inspect schools in a week/month/year? What is the check list of measuring effective and standard instructional content of teaching to successes in public examination? And is the feedback of evaluation shown to teachers to discover strengths and weaknesses with a view to make necessary adjustments. In addition, 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 in-effective 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 Ogun State, Nigeria and Africa, results of which can also be replicated in other parts of the world to solving educational problems regarding instructional supervision and academic achievements of students in secondary schools/high schools. Why studying the problem in secondary school is as a result of importance of secondary schools being a transition phase in educational structure of state or nation. Paying particular attention to high school/secondary schools will produce future leaders of tomorrow with higher knowledge and understanding (Ogun State Government, 2012{1} and Federal Republic of Nigeria NPE Revised 2002){2}.



**Figure 2: A diagram of the structure of level of education.**

### **OBJECTIVES OF THE STUDY**

- [1] To investigate association between instructional supervision and students' academic achievement.
- [2] To establish association of class visitation, teaching aids, and moderation of questions and marking schemes' supervision and good performance of students in tests and examinations.

### **RESEARCH HYPOTHESES**

- [1] There is no significant effect/impacts of checking students' notebooks and teachers' record of work on students' academic achievement in biology.
- [2] There is no significant effect of checking teachers' attendance in classes on students' academic achievement in biology.
- [3] There is no significant effect of class visitation by Head of Department on students' academic achievement in biology.

### **THEORETICAL FRAMEWORK**

Systems theory: a system is defined as combination or working together of parts to achieve a purpose, a system is a complex of elements in interaction (Ackoff, 1956 & Von Bertalanffy, 1950) {3}. It should be noted that a system can be open or closed. Open system is applicable to secondary school education because of continuous communication among elements concerned for further improvements to the systems. A system consists of inputs, processes, output, and outcomes. Inputs refer to people, raw materials, instructional materials/learning materials, technology and capital. Processes comprise of planning, organizing, motivating, controlling, directing, leading, supervising, inspecting, and evaluating. While the output provides grades, scores, products and services. Lastly, the outcomes encompass enhanced quality, higher productivity for students, parents, clients, customers. It must be emphasized that an effective system must share feedback among the levels or components of systems. The implication of systems theory to this research topic is to wholesomely assess the secondary school education as a system to recognize head of department's interrelatedness of each of them (parts), and supervised at the right time so as to achieve good academic grades in tests and examinations

### **LITERATURE REVIEW**

Fisher, 2011 {4} wrote on selected effective supervision as all efforts of school officials in providing leadership to teachers' improvement of instruction delivery to the students in the classroom. It involves stimulation of professional growth and development of teachers, monitoring education objectives, materials of instruction, and evaluation of instructional supervision.

The followings are the functional duties of Head of Department relating to instructional supervision;

- [1] Monitoring of teachers attendance and regularity in the classroom.
- [2] Checking and marking of lesson notes.
- [3] Checking of scheme of work/diary of work.
- [4] Moderating examination questions and marking scheme.
- [5] Providing guidance and assistance to new and inexperienced teachers.

It is then appropriate that Head of Departments should design techniques of instructional supervision and implementation of the above tasks and responsibilities with a view to improve instruction and instructional methodologies in the school. The tasks of the above elements of instructional supervision given to Head of Department cannot be carried out successfully if the principals/vice principals' and the ministry of education, science and technology do not assign authority, workshop, training, coaching for them as back-up. Asserting the above statements was Bloom et al, (2003) {5} which says that the principal and the team who receives coaching not only are more engaged in instructional leadership, and are spending more time on instructional issues and addressing those issues more than those without any knowledge of coaching. According to Fullan, (2007) {6}, principals/vice principals spending a great deal of time managing facilities, supervising staff, dealing with discipline, security, non-teaching staff matters, financial matters of the school, social attendance, school and board meetings, provision of office tools and equipping of laboratory facilities, they devoted less time to curriculum supervision and professional development. Therefore, school principals should deploy their physical and human resources of which Head of Departments is inclusive to assist in improvement of instruction and academic achievement of secondary school students in internal and external (public) examinations.

## **IV. METHODOLOGY/RESEARCH DESIGN**

### **Population sample, research instrument and method of data collection**

This is a descriptive survey and quantitative whose population sample was two hundred (200) Head of Departments (HOD) in Ogun State. Ogun State has four senatorial divisions where fifty (50) Head of Department are randomly selected from each division. The main instruments for collecting data from

participants was questionnaire designed for head of departments using sub-constructs under duties of head of department using five (5) point Likert Scale. The reliability and validity of research instruments and question items was obtained with the use of Statistical Packages for Social Science (SPSS) Version 20.0 for reliability statistics of 0.815 and 0.845 for pilot study and actual administration of questionnaire, while a correlation coefficient of 0.82 was obtained for reliability and validity of question items on the questionnaire. The completed questionnaire with a return rate of ninety five percent 95% which is quite good to analyze while the scores of test in four topics of biology (ecology, cell and environment, genetics and skeleton) which was administered and mark with the assistance of biology teachers and results of students in Biology in 2010 was also collected from the sampled schools.

### FINDINGS, DATA ANALYSIS AND RESULTS

The formulated null hypotheses were tested by using Pearson Product Moment Correlation.

1. There is no significant effect/impacts of checking students' notebooks and teachers record of work on students' academic achievement in biology.

Table 1

Variables	N	r-cal	r-table
Checking of students notebooks	200		
Students' Academic achievement	200	0.594	0.323

Critical value at 0.05 significance level.

From table 1 above, r-calculated value of 0.594 is greater than r-table of 0.323 to reject stated null hypothesis. It is then reported that there is a significant correlation/association between checking students' notebooks by head of departments.

2. There is no significant effect of checking/monitoring teachers' attendance in classes on students' academic achievement in biology.

Table 2

Variables	N	r-cal	r-table
Checking teachers attendance in class	200		
Students' academic achievement	200	0.625	0.323

Critical value at 0.05 significance value.

From table 2 above-calculated value of 0.625 is greater than r-table value of 0.323 to reject the above null hypothesis. It is then reported that there is a significant correlation/association between checking/monitoring teachers' attendance in the classroom by head of departments and academic achievement in biology.

3. There is no significant effect of class visitation by Head of Department on students' academic achievement in biology.

Table 3

Variables	N	r-cal	r-table
Class visitation	200		
Students' academic achievement	200	0.575	0.323

Critical value at 0.05 significance level.

From table 3 above, r-calculated value of 0.575 is greater than r-table value of 0.323 to reject the above stated null hypothesis. It is then reported that there is a significant correlation. Association between class visitation by head of departments and academic achievement in biology.

### V. DISCUSSION OF FINDINGS AND RESULTS

The results showed that there is a significant effect of checking/monitoring students' Notebooks/exercise books on academic achievement by the head of department is supported by UNESCO, 2007 & World Bank, 2011 {7}, that there is a growing conviction that empowerment of school site supervision can make school respond to needs of student. The checking and monitoring is a guarantee for better quality which is possible with cooperation between principals and head of departments in the school. The study revealed there is a significant effect of monitoring teachers' attendance in class on students' academic achievement which is supported by UNESCO, 2007 & World Bank, 2011 {8} will ensure teachers use instructional time effectively, checks pupils notebooks and exercise books, to give enough classwork, mark assignments, write and mark

correction because some teachers are perpetual latecomers and absentees from school. The findings further revealed a significance effect on class visitation by head of department on students' academic achievement was in agreement with Blaise & Blaise, 2004 (9), that frequent visits/visitation to classroom assist in boosting teachers morale, put teachers on alert to make good use of instructional time, and feedback from such visitation help to implement new ideas, planning and achieving better goals and objectives of teaching and learning. In like manner, Sergioivanni, 2009 (10) affirmed that informal class visitations and formal lesson observations can be used to assess and assist teachers. Furthermore, class visitation by principals and head of department is supported from findings of Harbinson Hanushek (1992) (11) that there was a significant association between class visitation by principals and its senior management team on students' academic achievement in English which can also be applicable in biology.

## **VI. CONCLUSION**

The availability, visibility and monitoring of students and teachers will have positive contribution to instructional activities and curriculum implementation having indirect increased performance on students' academic progress. Therefore, ministry of education, science and technology and the school management should work in collaboration for the good of students who are their outcomes in the educational industry. The head of secondary school should appoint a mentor for each new or inexperienced staff member. This yearly role assigned to an experienced in the same discipline will help the other members of staff in the same discipline or other discipline adjust to the environment more quickly because questions will be answered as they arise. Relationships are vital in building communities of this nature (Ndebele, C. et al 2013) (12).

## **VII. SUGGESTIONS AND RECOMMENDATIONS**

Involving head of departments in the linking chain of instructional supervision under the guidance and direct coordinator of the principals and vice-principals can assist teachers and improve the quality of instruction and promote improved performance of teaching and learning that is most beneficial to the students. Based on these findings, the author recommends the following as a roadmap for effective application;

- [1] Head of departments should be assigned constitutional roles and responsibilities in the secondary school settings due to the fact that principals and vice-principals are more devoted to administrative and disciplinary matters to ensure good school climate and tone of the school.
- [2] Trainings, workshops and seminars should be organized for principals, vice-principals and head of departments and class coordinators at the beginning and mid-way of academic session for consistency and effectiveness.
- [3] Each department in the secondary schools should organize team teaching twice in an academic session to ensure overall development and discovery of talents for harmonizing skills and knowledge for effective teaching and learning.
- [4] Head of department should be incorporated into team of supervision/inspection in collaboration with education inspectors to establish trust, acceptability, cooperation and would also serve as morale booster to other colleagues who will easily adhere to needed changes to improve students' academic performances for good grades in tests and examinations.
- [5] Praises and rewards should also be extended to the head of department while outstanding ones should be recognized publicly for morale booster and continuous service to improving education in its entire ramification.

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