

**RELATIONSHIP BETWEEN INSTRUCTIONAL SUPERVISORY  
EFFECTIVENESS AND STUDENTS' ACADEMIC  
PERFORMANCE: A STUDY OF SECONDARY SCHOOL  
STUDENTS IN OVIA NORTH EAST LOCAL GOVERNMENT  
AREA OF EDO STATE**

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**JANUARY, 2023**

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF  
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UNIVERSITY OF BENIN, IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF B.A. (Ed) ENGLISH  
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LITERATURE.**

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## CERTIFICATION

We, certify that this project was carried out by **Osarumwense OMOROGIEVA** with the matriculation number **EDU1702920** in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City. It is adequate in scope and quality for the partial fulfillment for the requirements of the award of the degree of B.A.(Ed.) in English and Literature.

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## **DEDICATION**

This research work is dedicated to my parents Mr. and Mrs. Omorogieva and to the Almighty God.

## ACKNOWLEDGEMENTS

The researcher expresses her deepest gratitude to God for the enabling grace and wisdom granted him to complete this work.

He is grateful to everyone who has made this work a reality. First and foremost, his profound gratitude goes to Dr. O.E. Osagiobare his project supervisor, for his guidance, criticism and encouragement during the course of this work. Thank you Sir. He also appreciates the support of her lecturers in the Department of Educational Foundations and Lecturers from the Department of English and Literature for the knowledge and value imparted in him.

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To his course mates Christopher Ehiaghie (Engraced Connector), Pastor Gideon, Pastor Ken, Pastor Festus, Idanosa Ivan, Omo Tovia and Gloria thanks for all the beautiful memories, fun, fights, arguments and drama. God bless us all!

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## ABSTRACT

*The study focused on relationship between instructional supervisory effectiveness and students' academic performance: A study of secondary school students in Ovia North East Local Government Area of Edo State. Descriptive survey research design was used. The population of the study was all the schools' administrators in Ovia North East Local Government Area of Edo State. The sample size of the study was fifty (50) respondents, selected through snowballing sampling technique.*

*The research instrument was self-developed structured questionnaire by the researcher, entitled, "Relationship between Instructional Supervisory Effectiveness and Students' Academic Performance: A Study of Secondary School Students in Ovia North East Local Government Area of Edo State". The research instrument was validated by the researchers' supervisor and two experts in test and measurement, while test retest method was used to determine the reliability of the study. The research questions were analyzed through the use of frequency counts and simple percentage, while Pearson Product Moment Correlation (PPMC) was used to analyze data on the research hypotheses.*

*Findings of the study revealed that instructional supervisory effectiveness could positively resulted into students' academic performance. Recommendations were made that; instructional supervisory activities should be carried our regularly on schools, more commitment should be given to the exercise by the government and other educational providers etc.*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of the Study**

Effective teaching and learning is the core value and “heart” of any educational process. Effective teaching requires a careful process of imparting values, skills and knowledge to the learners (Erinsakin, 2007). The interaction view of teaching is well encapsulated by Brophy and Everton (1976) is reported by Oyekan (2000), effective teaching requires the ability to implement a very large number of diagnostic instructional, managerial and therapeutic skills, tailoring behaviour in specific contexts and situations to the specific needs of the moments.

Professional commitment, creative and management capability of the teacher are all indispensable towards effective teaching and pleasant learning. To be effective, teachers should equally equip themselves with adequate expertise in their subject matters, through knowledge of learning and ability to communicate basic concepts, (Oyekan, 2000). It is therefore, pertinent for the classroom teachers to acquire sufficient professional education and training. This is because teaching is a profession that has to do with

equipping the young people for life and influencing changes in the society (Farant, 1980).

From the aforementioned, it is very known clear that teachers have vital roles to play in the teaching and learning setting. Without a professional competent teachers, effective learning will not occur. Hence, Erinsakin (2018), stressed that teachers constitute a pivotal of any effective teaching and learning activity. Sarumi (2001), noted that the educational standard is any nation like, Nigeria can not rise beyond the level of teachers quality. Erinsakin (2018), reported that teacher are change agents in any educational setting. Teachers assume a substantial responsibility of nurturing healthy responsible citizens and shaping the society for progress. Therefore, a diagnosis knowledge of students weaknesses will provide suitable guidelines for effective learning.

Oyekan (1994), noted that the essence of teaching process is to train, mould and impact values, skills and knowledge to the students. The whole conduct, manner, attitude, mission and personality of teaching profession should radiate and result into academic excellence of the students. Teaching is an intricate activities carried out by the teachers. Teachers. Therefore

competence matters a lot towards achieving learning contents by the students. Hence, teachers instructional strategies need to be effectively supervised by the designated authorities (Head teachers, principal, area education officer etc.). Instructional supervision refers to all efforts of designated school officers towards providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of educational objective etc. It involves raising students' achievement and creating valuable educational opportunities for students. Instructional supervision also entails ensuring the implementation of the educational mission of a school by overseeing, equipping and empowering teachers to provide meaningful learning experiences for students. Within the school system, instructional supervision is very essential. The activity is usually carried out by the head teachers, principals and other designated personnels from the ministry of education and parietals. Apart from instructional supervision. They do ensure that the schools' needs are supplied adequately and well maintained. At times, there function extends to checking the school' records and other activities of the school.

Observable, and premised on the avalanche of available extant literatures on students' academy performance, generated from different examination bodies in the country (Nigeria); West African Examination Council (WAEC), Joint Admission Matriculation Board (JAMB), National Examination Council (NECO) and others, their spastical reports have shown that academic performance is fast dwindling at all levels of education in Nigeria. This ugly trend been attributed to several factors, such as, examination malpractices, poor commitment on the part of teacher to work. Poor schools; management, lack of effective supervision, rarity of teaching and supportive teaching materials etc. most researchers have focused on these identified factors as caused of students. Academic performance. Observable, less efforts have been directed towards instructional supervisory effectiveness relationship with students academic performance.

It is against his fore going background this study was carried out on the relationship between instructional supervisory effectiveness and students' academic performance. A study of secondary school student's in Ovia North East Local Government Area of Edo State.

## **Statement of the Problem**

The essence of teaching and learning process in any educational setting is to achieve the stated educational objectives. In other words, the rationale behind teaching learners is to impart values, skills and knowledge to them so as to bring changes in their cognitive level and other domains. However, in recent time, in Nigeria, students' poor academic performance has been a lingering issue of a serious concern to all the stakeholders in the educational sector. Several researches have been conducted on the causes of this unsavory situation. These include; the relationship between teachers' personality and students academic performance, instructional approach and retention ability of the students etc. These researches were conducted so as to provide lasting remedies to students poor academic performance.

Poor academic performance in secondary school is particularly disheartening and appaling based on the avalanche of extant statistical reports over the years generated by different examination bodies in the country. WAEC, NECO, JAMB and others. It is against this backdrop that this study was carried out on relationship between instructional supervisory

effectiveness and students' academic performance: A study of secondary school students in Ovia North East Local Government Area of Edo State.

### **Research Questions**

The following research questions were raised to guide the study;

- i. How does instructional supervisory effectiveness affects students' academic performance?
- ii. Can instructional supervisory improves teachers' preparation for lesson?
- iii. To what extent is instructional supervisory activity carried out in schools.
- iv. Does instructional supervisory effectiveness motivate teachers towards job performance, positively?
- v. Can instructional supervisory effectiveness enhance the teaching style of teachers?

### **Research Hypotheses**

Three research hypotheses were raised to guide the study.

**H<sub>0</sub><sub>1</sub>:** There will be no significant relationship between instructional supervisory effectiveness and teachers regularity in class.

**H0<sub>2</sub>:** There will be no significant relationship between instructional supervisory effectiveness and instructional delivery competence of the teachers.

**H0<sub>3</sub>:** There will be no significant relationship between instructional supervisory effectiveness and adequate preparation for lesson by the teachers.

### **Purpose of the Study**

The study was conducted on the relationship between instructional supervisory effectiveness and students' academic performance: A study of secondary school students in Ovia North East Local Government Area of Edo State.

The study was conducted also to determine the effectiveness of instructional supervisory activities on learners' commitment to job. The study was also investigated on the relationship between instructional supervisory effectiveness and instructional delivery competence of the teachers etc.

## **Significance of the Study**

The significance of the study are as follows:

The findings of the study will help to establish justification for instructional supervision in secondary schools.

Besides, the results of the study will enable the Ministry of Education and other providers of education in Edo State to know the impact of instructional supervisory effectiveness on students' academic performance.

Lastly, the study will be of a good source of reference for any researcher that will carry out study within the confine of the work in future the study will be made assessable to the public through the Educational Open Resource.

## **Scope and Delimitation of the Study**

The study focused on the relationship between instructional supervisory effectiveness and students' academic performance: A study of secondary school students in Ovia North East Local Government Area of Edo State. The researcher experienced time and financial challenges. This restricted extensive conduct of the study somehow.

## **Definition of Terms**

The following terms as used within the context of the study were explained, so as to avoid ambiguity in their meanings.

**Supervision:** This refers to guide the performance of a task or activity.

**Academic Performance:** This refers to level of academic achievement.

**Students' Performance:** This refers to the extent to which students are able to display the level of their learning achievement.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the review of related literature to the study under the following sub-headings;

- Origin of Supervision
- Academic Performance
- Attitudes of Teachers' Effectiveness
- Characteristics of a Good Teacher
- Roles of the Teacher
- The Teaching Profession
- Teaching as a Profession
- The Rights of Teacher

#### **Origin of Supervision**

The educational supervisor is responsible for providing adequate support to the trainee for the development of their learning requirements and ensuring that appropriate training opportunities are made available to acquire the necessary competencies. Through a regular appraisal process the educational supervisor should also ensure that the trainee follows a

programme which meets the educational objectives as laid down by the training body. Learning outcomes are discussed and agreed with the trainee, as well as the clinical supervisor in charge of that period of training when appropriate. Unlike the clinical supervisor, the educational supervisor may not be in direct clinical interaction with the trainee but should have a good overview of training needs. This does not mean that the same person cannot do both, though it is arguable that it is best to separate the two posts and responsibilities.

Educational supervision therefore requires time, dedication and, more importantly, adequate training to qualify for the role. Although it is recommended that educational supervisors should have an understanding of educational theories and practical educational techniques including constructive feedback, communication skills and dealing with difficulties, regrettably this is not the case. It is a matter of fact that all consultants are expected to become qualified educational supervisors with minimal training or interest. Furthermore, even those who are qualified in education find themselves taking on this role with little or no time allocation in their job plans and as an add-on to their clinical commitments. Few would disagree

that very little investment has been made in this area. One of the major challenges facing postgraduate education is meeting educational demands through formal training in educational supervision. This admittedly would require time and resources. Until then it may be advisable to limit educational supervision to those qualified to do so and with adequate time allocation.

### **Education Information**

Educational administration and supervision programs are usually offered at the master's or doctoral degree levels. They may culminate in a degree or in an endorsement for a teacher's license. Most programs include an internship in an administrative position in a local school or educational agency. Coursework may include educational finances, human resources, school management, education laws and instruction evaluation. Some programs offer coursework online for working students

At some point, teachers may decide to go back to school to prepare for a job as an education administrator. In fact, most individuals who pursue a degree in educational administration or supervision work as teachers and are preparing to transition into leadership roles, such as principals or program

directors. In addition to working in schools, some administrators put their knowledge and skills to work in government agencies, corporations, or the military. The following articles from *Study.com* can help you further explore the options in this field.

### **Academic Performance**

Academic performance is an index for measuring schools' academic growth PSAA, (1999). Thus, it determines how schools are moving toward educational goal or past that goal. In calculating the academic growth of a school, state wide test results are used. CST (2005) (2006). Also, the test weights are applied to test individual student's academic performance in some content areas of some subjects. In order to calculate Academic Performance of Index (API) scores of students are combined into a single number (the API) to represent the academic performance of a school.

Today, academic performance of learners is dwindling. Ogunmu (2000), stated that, poor academic performance is a problem in Nigerian school public examination. WAEC (2000), Chief Examiner's reports on May/June WASSCE and National

Business and Technical Examination Board (NABTEB 2000, 2001) reports identified the following factors, as causes of poor academic performance most especially in Financial Accounting. They are; lack of understanding of basic theory of Financial Accounting and poor communication skills, which made it very difficult for the students to express themselves in good and comprehensive language.

Ricco (2000) blamed this syndrome on lecture method used in the classroom by the teacher as instruction delivery method. Akintelure (1988), however, is of the view that poor performance results, as a result of insensitiveness of teachers to the subjects to be taught when planning instructional activities in the classroom.

### **Causes of Poor Academic Performance**

The followings are the causes of academic difficulties, resulting to poor academic performance of learners and perhaps in both' formal and non-formal education system.

**Study Skills:** weakness in academic preparation and failure to organize study time do contributes to unsatisfactory academic performance. Learners

find it very inconvenient to prepare their study time. This results to their poor performance academically.

**Personal Issues:** Poor academic performances do results from personal issues like, poor health, family burden and finance. These cause students poor academic performance. Hence, personal issues may affect students' performance in the class.

These have been resulting to poor performance of many students.

**Directional Goals:** Some students in both formal and non-formal education settings are facing with a problem of opting for a course of study they have interest in. When students are studying a course that they do not have interest in, it becomes very difficult for them to record academic success.

**Adjustment to College Life:** At times, balancing study with the new freedoms and responsibilities of adult living can be a difficult challenge. For some, it will take practice to develop the personal discipline required to stay focused at a large institution with so many opportunities.

It therefore becomes very imperative that academic counselors should be up to the task of assisting students in establishing their causes of academic difficulty which results to their poor academic performance.

In achieving academic success, Web) gives the following hints, as summarized below:

- One's should be cleared about his/her academic career or goals.
- Hardworking
- One's should be happy about what he/she does.
- Be participatory in academic research
- Take advantage of existing academic supportive services like, library, resource centres etc.
- Be connected with your academic department and actively involved in academic groups available in your department.

### **Attitudes of Teachers' Effectiveness**

Teachers are the prime executors of government policies on education. It implies that their operational performance and vision could facilitate or obstruct the realization of the prospects of educational

programmes with pervasive impact on the posterity. Sofolahan (1995) identified the quality of students, quality and relevance of staff, and availability and quality of equipment as the major factors responsible for good quality education. A successful implementation of functional education depends on the professional tasks and behaviours which collectively enhance teachers' effectiveness and students' achievement. Teachers are the most important factors in any school curriculum implementation for being constantly engaged in making crucial decisions about what to teach, mode of teaching and how it is to be taught or evaluated with a variety of materials to enhance students' conceptual understanding and achievement.

It appears that teachers' effectiveness is wholly associated with proper execution of their professional tasks and exhibition of good behaviour in the course of discharging their statutory roles. Oyekan (2000a) had investigated the attributes of teachers' effectiveness among the primary and secondary school teachers in Nigeria. Analysis of the data indicated that teachers' effectiveness in classroom practices include:

1. thorough current, broad-based knowledge of the subject matter;

2. effective use of the chalkboard;
3. quality of professional education and training of teachers;
4. good language and communication skills;
5. well-organised learning environment
6. good Organisation of the lesson with sequence, continuity and integration;
7. Integration of theoretical discussions and practical exercises;
8. use of exciting instructional materials;
9. creative improvisation of instructional materials;
10. recommendation and use of appropriate books;
11. formulation of clear objectives;
12. use of thought-provoking questions;
13. offer of academic, personal and vocational guidance;
14. expression of affection, just and friendly
15. maintenance of discipline;
16. willingness to learn and;
17. continuous assessment

These vital professional attributes of teachers' effectiveness must be encouraged and supported with sound educational infrastructures, in-service training schemes and welfare package. The tendency is to facilitate good teaching, greater students' achievement and inclination towards education beyond the school setting.

### **Characteristics of a Goof Teacher**

Education is often regarded as the instrument and strength of change for sustainable development, stable polity and viable economy, It thus remains the best legacy that could be bestowed on children. This is why governments, parents and societies expend a lot of efforts, money and time in preparing their young and adults for meaningful life and contribution to better society. Realization of this goal is attainable through effective teaching and learning of useful knowledge, practical skills and desirable habits within and outside the school.

However, teachers are the prime executors of government policies on education and, as such; their operational performance and vision could make or mark the future of Nigeria. This is because no education system can rise above the quality of its teachers (Federal Republic of Nigeria,

1998). On this premise, our schools require highly trained, motivated and efficient teachers that will conscientiously enhance their commitment towards national objectives, and inculcate the spirit of enquiry and creativity in the pupils. What are the characteristics of a good teacher required in moulding productive self-reliant citizens? A number of sterling qualities expected of an effective visionary teacher could assist him/her in discharging his/her professional roles towards individual and national development. They would provide the springboard for good character and conduct in rearing educated elites.

The virtues of a competent teacher are the good qualities of character and teaching behaviors that are shown in their professional practice and life. Such visible attributes of a good teacher severally enhance his/her teaching effectiveness, productivity, conceptual understanding of the curriculum content, professional growth and educational excellence in schools. The characteristics of a good teacher anchored on the goodness, nobleness and worth of character as shown in the exhibition of right behavior include:

- pleasing manners

- through knowledge of the subject matter
- willingness to learn at all times
- clarity of lesson presentation
- adequate care and guidance
- radiant enthusiasm sound creative memory
- friendliness
- orderliness
- impartiality and just to all
- sense of humour
- sense of time
- respect for the worth of individuals
- tolerance
- sensitivity to individual and group needs and
- language competence

### **Roles of the Teacher**

Human beings are social and political animals whose cross-sex interaction, creative explorations of the environment, prudent management of life-supporting resources, and exchange of thoughtful

innovative ideas would largely influence a network of survival options for their envisioned polity, economy and welfare programmes. The increasing growth of the population had led to the formation of groups and establishment of schools for cultural transmission of its cherished knowledge, skills and experiences to the future generation. While striving for educational excellence, Kwong and Kooi (1990) reported that the main function of a school is to teach students to think critically and analytically, to cooperate and communicate, to compete, to assume responsibility for themselves, to solve problems and to continue to learn throughout their working lives.

This valuable role of the school is carried out by the teachers with the aid of supporting staff (typists, clerks, laboratory attendants/assistants, messengers etc) and instructional materials (e.g. chalkboard, equipment, chemicals, books, concrete objects etc). Exposition of the students to a broad-based curriculum would make the school to provide a wide range of stimulating opportunities for many people to secure access to functional literacy and numeracy,

professional education and careers, and high-level manpower development within the cultural context of the needs of the economy.

Encouragement of school-based projects to improve educational practices and pupils' performance could promote greater initiative and creativity amongst the teachers and the light of the society as they occupy an enviable position of trust and responsibility in moulding the youths and adults for sustainable development. Their interpretative work is the fundamental basis of their professionalism and an essential element in the learning process (Brace, 1985). Effective teachers armed with good personality and professionalism, therefore, constitute a vital force to reckon with in the dissemination of relevant knowledge, skills and habits for sustainable human development.

In the implementation of a curriculum development product, the teacher is the most important factor being in constant touch with the students, the chain which connects the programme content and the pupils, and the translator of the programme in relation to his own understanding and knowledge (Awoniyi, 1979; Udoh, 1984). This instructional leadership engages the teachers in making crucial decisions about what to

teach, mode of teaching, and how it is to be taught or evaluated with a variety of materials to enhance students' conceptual understanding and achievement. At the threshold of the 21st Century, effective teachers endowed with some professional competence and creative imagination would have the capacity to harness the emerging transformational forces of globalization for enhanced relationships (synergy) between education, technology and economy. The new circumstances have expectedly imposed new demands and roles on the visionary teachers. It is because an educated, skilled and well-paid workforce constitutes the basic infrastructure of the new global economy if Nigeria is to remain competitive and relevant in the third millennium (Anya, 1999). Hence, effective teaching which embraces identification of education, culture. Information and production systems shall become a conscious means to enable the children, youths and adults acquire useful knowledge, practical skills and desirable habits necessary to live a happy and purposeful life.

The general purpose of teacher education is to acquaint prospective teachers with their expected professional roles and qualities

that will enhance their career development, teaching effectiveness and job satisfaction. Such versatile professionals with intellectual vision and self-reliant potentials for a potter futile could implement curricular and administrative functions of the school with skilful adaptation to the changing needs of Nigerian society. A good teacher ought to conceptualize the potent attributes of effective teaching as an intellectual oasis of productive qualities and professional roles required to nurture responsible creative citizens, and viable industrial economy for nation building in a democratic society. Teaching can be viewed as the stimulation, guidance and encouragement of meaningful learning by the teacher so as to enable the learners internalize basic concepts and skills beyond their current level of development and responsibility (Oyekan, 1994). In this regard, teaching is a triadic and dynamic interaction between the teacher, the curriculum (subject matter) and the learner. The capacity, quality and vision of teachers are likely to underline their professional roles and personality in their mission to mould competent educated citizenry.

### **Professional Roles of the Teacher**

Education is often conceived as a systematic action of imparting relevant knowledge, skills and habits to the learners in their preparation for meaningful life and contribution to better society. It is usually delivered through skillful exposure to a number of academic disciplines, vocational studies, industrial experiences, and ethical orientations towards all vibrant aspects of good life. Teaching is a continuous human activity by which the teacher connects the learners and the subject matter drawn from the school curriculum. Which is why the cardinal duty of the teacher is to help the students to learn, understand and achieve beyond their current educational status.

Teachers are the light of the world that brightens and nurtures the vibrant lives of individuals with useful knowledge, practical skills and proper value-orientations. Within the cultural context of their statutory roles and rational expectations, teachers are just like the soothing sun which shines and energizes an all-round transformation of the learners' potentials into beneficial manpower resources. Such valuable ingredients of socio-economic growth and political reforms are essentially required to grease the creative production of life-supporting goods and services

for sustainable human development and welfare programmes. Prospective teachers who are primarily being prepared for a professional career in teaching should be wholly exposed to a network of statutory functions and expected behaviour in a successful teaching-learning situation. The tendency is to shape their career mission and sharpen their intellectual vision for the production of competent, responsible and enterprising self-reliant citizens. They will also be able to cope with the varied challenges of a changing world of education and work.

In a modern society, educational institutions exercise considerable influence on the socialization of the child-a process in which the teachers play a crucial part (Datta, 1984). Exposition and understanding of the role of a good teacher by teacher-trainees could focus their professional competence and vision on effective participation in various community and school affairs. The career life of the teacher, when closely examined and analyzed, shows a disciplines, vocational studies, industrial experiences, and ethical orientations towards all vibrant aspects of good life. Teaching is a continuous human activity by which the teacher connects the learners and the subject matter drawn from the school

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Professional role is a set of special duties for gainful living by an educated person trained in a special field of study or work such as teaching, medicine, law, engineering, accounting, and farming. One can mention the occupational roles of the teacher, doctor, lawyer, engineer, accountant and farmer. As earlier stated, a characteristic of the teacher's role is its diffuseness which is usually typified by the absence of:

- (a) set tasks which are to be performed within a set time by the manipulation of defined expertise,
- (b) formal limitation to the competence of the role performer, and
- (c) a delimitation of his commitment (Datta, 1984).

The professional activities of the teacher are spirally connected with pervasive influence on each other. In solving a particular problem, the teacher could severally perform the functions of an instructor, medical officer, lawyer and judge, road foreman, farmer, public health officer, library and laboratory assistant, gardeners, father/mother, and guidance counsellor. All would, however, demand equitable affectivity from the teacher. This implies humanistic expression of patience, loving-kindness, vitality, tolerance, empathy and warmth of feelings towards the

pupils based on sympathetic understanding of children's problem. True affective teaching is likely to occur where the teacher and the students have a genuine and trusting relationship. In view of this mutual love and perfect harmony, the teacher's gracious commitment to the students' satisfaction and progress beget a conducive learning environment for self-confidence, success and inclination towards education.

Havighurst and Neugarten (1968) explored the American teacher's participation in community affairs (community leadership) and his tendency to operate as 'the surrogate of middle-class morality as reflected in correct speech, good manners, modesty, prudence, honesty, responsibility, friendliness and tolerance. Additionally the teacher is expected to be a person of refined tastes and sophistication, an explorer in the world of ideas, and an expert in child development (Datta, 1984). At a less formal level, Fafunwa (1967) described the African competent teacher as a good citizen, a community leader, and innovator or an enlightened parent with pervasive influence beyond the confines of the classroom. Across the world, teachers faced with tremendous changing challenges in all the facets of life) to development, economy and

environment. It thus becomes imperative for the African teachers engrossed with enormous social, economic and political problems to be better equipped with sound infrastructures and in-service training programmes, recognised with public accolades and attractive remuneration package, and encouraged to enhance curriculum reconstruction towards the needs and aspirations of their society. The services of the teacher are indispensable to any industrialised and industrialising emerging countries because they influence the development and lives of the children and youths in their quest to occupy a competitive advantageous position in the comity of nations.

Teaching is a complex art of guiding the learner through a variety of selected experiences to bring about worthwhile changes in behaviour (Adewole, 1996). In the school practices, Havinghurst and Neugarten (1968) identified a set of six separate sub-roles for the teacher in the American school:

- (i) a disciplinarian,
- (ii) a mediator of learning
- (iii) a parent substitute,

- (iv) a judge,
- (v) a confidant, and
- (vi) a surrogate of middle-class morality.

From the foregoing exposition, Datta (1984) explained that:

*the teacher maintains some kind of order in the classroom as a disciplinarian, transmits knowledge as a mediator of learning, supplements in the school what the parents do at home, decides what is right and what is wrong in the academic field as also in social interaction, shows sympathy and understanding to children so that the latter feel safe to confide in him, and is supposed to exhibit the moral values of the dominant group in society (p.117).*

### **The Teaching Profession**

Education is a systematic intellectual and moral training geared at obtaining knowledge, development of character, mental power and qualities that would ensure human survival. This becomes a reality through effective teaching and pleasant learning as basic means to nurture productive citizens. With its requisite capacity building and utilisation, effective citizenship could promote creative production of goods and efficient services to enhance

the wellbeing of the people. Hence, an efficient, reliable and courteous teacher equipped with professionalism, creative imagination, bustling ingenuity and depth of experience is a necessity for optimal performance in the 21st Century. The multitudinous professional roles and qualities of the teachers blend to make up an effective teacher. When a good teacher brings his/her abilities and visions for a better society to bear on his/her teaching, he/she shall become a unique, responsive professional who would continually see himself/herself accountable for the educational progress and failure of their entrusted youths.

Teaching is an all-purpose profession engaged in human resource development for individual and economic growth (Oyekan, 1994). It becomes expedient for functional teacher education programmes to inculcate desirable teaching competence and traits of pleasant personality in the prospective teachers. A key strategy to accomplish the policy thrust and objectives of education for moulding our youths and adults for national development is to provide professional teachers with sufficient instructional resources and remuneration package. With adequate public recognition, commendation and motivation, a well-integrated teacher could make the students happy at school

as teaching becomes more humane and satisfying. Teaching is a noble profession that calls for the highest degree of responsibility. It primarily behoves well-disposed teachers, therefore, to have a dazzling impeccable professional track record imbued with transparent honesty, equity, hardwork, love and kindness to all the students.

Professional teachers with prodigious intellect, industry and sympathetic understanding of the students' peculiar needs shall live eternally in the expansive minds of their students and future generations. What becomes a sure testimony to their profound brilliance and performance is their unceasing quest for educational excellence and publication of affordable comprehensive textbooks in their beloved disciplines. They would be implacably opposed to mediocrity, laziness, nepotism and nonchalance towards education, work and society. A professional teacher with creative imagination for nurturing healthy and responsible citizenry could also become a respectable scholar, administrator and a good human being. Hence, teaching should be professionalized with necessary infrastructures and laws to give it the honour and dignity it deserves. It is informed by the fact that functional

education is a potent tool to inject competent manpower resources into the economy to improve the general wellbeing of the populace.

### **Concept of a Profession**

The cruciality of education in productive human life is our solid base of collective confidence for sustainable development and environment. Nigeria is abundantly endowed with human and natural resources that could be harnessed as ingredients to build a great and virile nation. With an expansive capacity of productive citizenry blessed with vast fertile land, water and mineral resources, Nigeria has sufficient potentials with development prospects political leadership and vibrant economy. It becomes imperative for the government to utilise the collective capacity and vision of the existing professions imbued with the cream of the society.

A profession is an occupation whose basic responsibility, public status and expertise are continually strengthened by specialised education and training within a specific period of time. It is a body of experts that provides a special service and exemplary leadership for harmonious survival of their community based on their accumulated knowledge, skills and wisdom. A progressive profession with corporate vision and service to

humanity should always offer good leadership and engage in efficient management of resources with ample authority and mutual understanding of human relationships. Hence, the quality of mandatory education and training given to the youths, which depends largely upon good teacher, is a basic measure of attainable progress, development and stability of any nation. There is a greater need for the country to promote competence, professionalism and accountability in the conduct of its affairs in order to meet the global challenges of nation building. Emerging professionals with a flair for total quality management (TQM) and appropriation of resources for the general wellbeing of the citizenry shall become the hallmark of quality and service in our collective pursuit of progress towards modernisation

Viable professions perform numerous distinct and crucial functions from their repertoire of cherished knowledge, practical skills and valuable experiences hinged on intelligent reflective thinking, logical analysis and research work. Notable professions in strategic services for human survival include teaching, medicine, pharmacy, nursing, law, engineering, military, architecture, personnel management, accountancy, banking and journalism.

These occupations render professional activities for some fees, salaries or allowances payable by their clients. These affordable remunerations for services cannot fully compensate for the efforts, intellect and inputs of competent professionals in making life more comfortable, refreshing and worthwhile for the people. It is envisaged that a rational use of inherent capacity and vision of the professionals in nation building is capable of ameliorating the prevailing social economic and political crisis across the world. When adequate attention is given to the pivotal role of education in the supply of healthy productive and responsible citizens, the vibrant professionals from educational institutions would have the requisite career competence, managerial and entrepreneurial skills, and ethical orientations to solve human and societal problems. As the professionals are rewarded with public recognition, high social status and great income, teacher education programmes and teaching profession which produce this cream of the society should be accorded priority attention and esteemed position in national development. The characteristics of a profession constitute the qualities or attributes which make its services distinct and relevant to the progressive development of its operational community.

The progress and achievement of any profession shall be ascertained from their specialised body of knowledge and skills essential for the continued functional existence of human society. Professional competence and practical experience of members of a profession emanate from brilliant ideas and principles arrived at by creative research and logical analysis towards a resolution of human problems.

In any organised human society, effective acquisition of this essential knowledge, skills and orientations require long period of professional study and training. A range of 3 to 7 years is used to become well groomed professionals. From observations and performance of some professionals in places of work, it is becoming necessary to increase the minimum period of any professional education and training to 5 years. This extended period will afford the professional - trainees a Wide range of opportunities to acquire a network of specialised knowledge, practical skills, industrial training experiences and ethical orientations of their prospective professions. Such professionally trained and educated workforce would have been tutored and equipped with the strategic competence and ethics to cope with the dynamic demands of their organisations and society. It is envisioned to make the

workers bring useful knowledge and expertise in their specialty into effective production systems and efficient services. With sufficient funding and provision of functional infrastructural facilities, competent and responsible professionals would sustain proper functioning of all public utilities and prudent management of resources for the prosperity of mankind.

The organisation of a virile professional association is usually intended to bring together all recognised practitioners, communicate novel ideas and skills to enhance the currency of their competence, and enforce a code of ethics to maintain standards and improve their services for the general wellbeing of the society. Besides, the specialised nature of professional practice makes it imperative that the organised profession should have a strong voice in the shaping of relevant public policy, a large degree of control over the exercise of professional responsibilities, and a high degree of autonomy in relation to the state (Igwe, 1989). A good profession should adopt a professional code of ethics to guide and regulate the conduct of its members and practitioners. This would ensure the welfare, harmony and satisfaction of the people.

### **Teaching as a Profession**

Education enhances the total development of functional enlightened individual as means to better the conditions of life. It appears education will be a capital and human intensive industry that often attracts individual and corporate attention. This is because of its inestimable significance as an instrument to effect personal and national development. Hence, effective teaching should ensure meaningful internalisation of sufficient knowledge, skills and habits in order to produce responsible competent individuals. Adequate professional teachers with vision for progress and achievement will be continually required to nurture healthy productive citizens for sustainable development and environment. When such teachers are active members of their professional association, they would be able to exchange creative ideas and skills as means to enhance their teaching competence and professional growth. It implies that competent well-informed teachers shall ensure conducive learning environment to facilitate pleasant learning and greater students' achievement as a springboard to improve the overall quality of education.

Apparently the teacher remains a very crucial factor that tend to influence students' experience and achievement beyond the confines of the

school, As such how the teachers function in their instructional role is the product of their academic and continuing professional development (Butts and Yager, 1980). This situation seems grim now as insufficient funds, infrastructural facilities and motivational incentives incapacitate teacher preparation and continuing education programmes. Under this pretended, some governments see no sense in further education and professional growth of their teachers. Otherwise how could one justify their suspension or cancellation of study leave with/without pay? This apathy towards staff development could passivize and debar the teachers from being cross-fertilized with current innovations by seasoned researchers and colleagues.

In retrospect, teaching since the ages has been an occupation that enjoys the unpleasant appellation of an "ungrateful trade", a profession for the "never-do-well", or an exclusive occupation for the down-trodden (Ajayi, 1997). Other members of the society regard it with contempt, feeling that it is a refuge for mediocre: people who are industrious but unimaginative and uncreative; people with average drive for power, average ambition and escapism (Majasan, 1995). Some people further see teachers as altruistic social labourers whose rewards are in heaven. No

wonder teaching is not often regarded as a profession when compared to other occupations such as medicine, law, architecture, engineering and accountancy which publicly enjoy positive acceptance as professions. Meanwhile, the situation was worsened by the lingering social, economic and political crisis in Nigeria. Hence, the teachers were compelled to demand for:

- full professionalisation of teaching;
  - better conditions of service;
  - special Teachers' Salary Structure (TSS);
  - sufficient funds for sound educational infrastructures and regular sponsorship of in service training programmes;
  - prompt payment of gratuities and pensions on retirement;
  - establishment of Teachers' Registration Council of Nigeria to regulate teaching force, register and discipline teachers;
  - setting up of National Commissions for Primary and Secondary Education to control and support the primary and secondary schools;
- and

- adequate public recognition for the teachers that nurture all the productive citizens of the society.

All these progressive requests are wholly genuine and germane to the continuous development of effective teachers, good citizenship and viable educational system. The schools manned by well-motivated professional teachers shall readily churn out responsible competent manpower resources to manage our economy and environment for sustainable development.

The operational vicissitudes of teaching within the cultural context of Nigerian society often impede our continuous quest for universally acceptable standards and recognition of teaching as a respectable profession. Whichever dimension teaching is viewed, it should be regarded as a profession as it has all the essential features of other occupations earlier stated. Professionalism and professionalism continually declined in the schools as education and teachers were left in the wilderness of utter neglect and poverty. Adio (1999) aptly observed that the neglect of the public primary and secondary schools in the States by successive governments is a reflection of poor academic dispensation and moral decadence that characterised the institution where much was expected being under the

government control. The ordeal of public schools discredited with declining maintenance of standards and infrastructures commenced in 1976 when the government took over the control of schools from their proprietors. Hence, excellence in maintaining and establishing high standard of education in learning and sound scholarship slipped to the receiving end of unhelpful policies and measures of the bureaucrats and the political elites. When the teachers who are supposed to be regarded as builders of a dynamic nation are reduced to the wretched on the earth, the society is engulfed with the ravages of economic recession, social vices and political instability.

Teachers are the brains' trust of the society with specialised knowledge, skills and experience to refine resourceful individuals with productive competence and orientation for national development. Any versatile group of professionals, such as the vibrant teachers, constitutes the brainpower that educates and trains the cream of the society. It is instructive for them to make up a formidable profession which aims to consolidate on their excellent position as leaders in the education industry. Herein the teachers can assist in optimum capacity building and utilization as groundwork to transform Nigeria into a nation of resilience, vitality and progress.

Generally, teaching is a noble profession replete with some characteristics of other occupations which provide gainful living and enhance the prosperity of the people. What are the essential features of teaching profession? Have these characteristics facilitated teachers' effectiveness, professional growth and enhancement of a viable educational system? A critical analysis of the professional performance and behaviour of the teachers in Nigerian schools would indicate the main characteristics of teaching profession. They shall include the following:

- exclusive command of unique specialised knowledge and skills to practice;
- acquisition of esoteric knowledge and expertise through a long period of specialised education and training;
- encouragement of membership and lifelong career progression;
- possession of professional ethics as code of conduct and principles for maintenance of standards and morality in public life; •
- performance of an essential service for sustainable human development and welfare;

- possession of a broad range of autonomy with respect to the minimum teaching qualification (e.g. NCE), admission and training requirements, performance standards, discipline etc;
- self-organisation and generation of in-service growth through cross-fertilization of ideas and skills in journals and conferences or meetings of professional associations; and
- collective bargaining for continuous improvement of the conditions of service for the practising teachers

In actual practice, these enumerated attributes serve as operational and performance guidelines to facilitate instructional leadership roles and professional development of teachers in the primary and secondary schools. Many teachers teaching in many higher educational institutions, most especially the Polytechnics and Universities, are not professionally qualified and do not associate themselves with teaching profession. It is high time this anomaly is formally rectified with the assistance of the Teachers Registration Council of Nigeria (TRCN). Inability of the teachers to wholly embrace all the features and expectations of teaching profession are largely the manifestations of inadequacies of the government and the schools.

Failure of the government which centrally controls the schools to establish regulatory bodies with statutory powers of accreditation of programmes, certification, registration and discipline of teachers principally precipitated the broad spectrum of problems associated with the crisis in education. When all the primary and secondary school teachers as well as the polytechnic and university teachers are professionally trained, total quality management of education and commitment towards the teaching profession shall enhance professional competence and performance of the teachers. At that time the practising teachers would have the requisite strategies to skillfully use stimulating instructional materials, methods and evaluation procedures to promote students' conceptual understanding, achievement and inclination towards education. There are strong indications that a teacher's level of diligence, probity sense of rationality and imaginative resourcefulness with profound insight for remediation of students' weaknesses can endear him/her to the students' intellectual niche.

Teachers are viable instruments of sustainable quality education and prosperous society energized by vibrant economy and stable polity. All the challenges and threats to teaching profession should be continually

recognised and tackled with confidence as closer links are forged with other professional bodies in the country. For instance teachers in the 21st Century ought to strive to develop expertise in the expansion and diversification of learnable knowledge and skills as means to cater for varying needs of the students. It is equally necessary for the professional teachers to become literate in information technology and- communication systems. This instructional competence can reduce the drudgery of teaching while joyful learning and conceptual understanding are facilitated towards greater students' achievement in classroom practices.

Future teachers should imbibe the concept for globalisation by using computer-assisted instruction, Internet connectivity, and international books and journals to secure a network of knowledge and skills across the world. When they also aspire to be bilingual or-, multilingual, the classroom teachers shall embrace the global human capital formation to improve their professional competence and wellbeing. Teaching effectiveness and commitment to the teaching profession are progressively sustained when teachers religiously maintain their professional standards and ethics. In spite of their tremendous achievements, teachers must remain humble and simple

tolerant individuals since humility is regarded as the hallmark of the genuine intellectual a conducive integrated learning environment is developed to imbibe exemplary leadership, scholarship, discipline, dignity and nobility of the teaching profession. This could promote instructional technology and democracy as a fundamental web of resources and principles to facilitate conceptual understanding, academic performance and effective citizenship beyond the school setting.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter presents the research methodology that was adopted for the study under the following sub-heading; research design, population, sample and sampling technique, research instrument, validity of instrument, reliability of instrument, method of data collection and analysis.

#### **Research Design**

Descriptive survey research design was used for the study. The choice of the design on ground that everybody in the study population could not be covered. Hence, data generated through the sample of the study was generalized on the study population.

#### **Population of the Study**

The population for the study comprised, all schools' administrators in Secondary Schools in Ovia North East Local Government Area of Edo State. Purposive snow-balling sampling technique was used to select fifty (50) out of the school administrators to as sample size for the study. The school administrators included; Principals, Vice-Principals Area Education Officers

and other personnel from agencies that are supervising secondary schools in Ovia North East Local Government Area.

### **Sample and Sampling Technique**

The sample size of the study was Fifty (50). Fifty-five teachers were selected from nine secondary schools in Ovia North East Local Government Area of Edo State. Five teachers were through purposeful sampling technique selected from each the schools.

### **Research Instrument**

The research instrument used for the study was self-developed structured questionnaire by the researcher, entitled, “Questionnaire on Relationship between Instructional Supervisory Effectiveness and Students’ Academic Performance). It comprised two sections. The section A focused on the demographic characteristics of the respondents, while section B, centred on the items of the questionnaire.

### **Validity of the Instrument**

The instrument used for to collect data was validated by the researcher’s supervisor and two experts on test and measurement at Adeyemi College of Education, Edo. Their corrections were effected in the

final draft of the questionnaire. This made the instrument to have both face and content validity.

### **Reliability of the Study**

The reliability of the instrument was determine through test retest method and in 0.67 coefficient reliability was obtained, thus made the instrument to be adjusted of having a reliable value enough and good for the study.

### **Method of Data Collection**

The researcher administered and collected questionnaire from the respondents with the help of two research assistants.

### **Method of data Analysis**

Data collected were analyzed using descriptive statistics (Frequency Counts and Simple Percentage), to analyse result relating to the research questions, while inferential statistic. (Pearson Product Moment Correlation (PPMC)) was used to analyse data generated on the research hypotheses.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

**Research Question One:** How does instructional supervisory effectiveness affect students' academic performance?

**Table 1:** Showing Frequency Counts and Simple Percentages on how does Instructional Supervisory Effectiveness Affects Students' Academic

S/N	ITEMS	YES	%	NO	%
1.	Instructional supervisory effectiveness can result into a good academic	45	90	05	10
2.	Instruction supervisory effectiveness will not enhance students' academic performance	11	22	39	78
3.	Without instructional supervisory effectiveness students can still perform academically better.	30	60	20	40
4.	Teachers teach students very well, when they are being supervised, effectively	41	82	09	18
5.	Poor supervisory of instructional of the teachers is a problem to teaching and learning	47	94	03	06

The findings on table (I), show responses on items (1), to be 45 (90%), 05 (10%) for Yes and No. the item (II), 11 (22%) and 39(75%) were obtained for Yes and No respectively item (3), 30 (60%) and 20 (40%), obtained for Yes and No. on item (4), 42 (82%) and 09 (18%), for Yes and No. The findings above at a glance indicate that instructional supervisory

positively effectiveness could enhance students' academic performance. The findings was corroborated by Oyekan (1994) that instructional supervision of school is an exercise that must be taken effectively and regularly if academic objectives are to become achievable.

**Research Question Two:** Can instruction supervisory effectiveness teachers' preparation for lesson?

**Table 2: Showing Frequency Counts are Simple Percentages on can Instructional Supervisory Effectiveness Improve Teachers' Preparation for Lesson?**

S/N	ITEMS	YES	%	NO	%
1.	Instructional supervisory will improve teachers' preparation for lesson	41	82	09	18
2.	Teachers do not prepare for lesson, despite instructional supervision	37	74	13	27
3.	Teachers are always preparing adequately, even when there are not supervised	22	44	28	56
4.	Teachers are always being conscious of their supervision thus, make them to prepare very well for lesson	44	88	06	12

The results on table (2), indicate 41(82%) and 09(18%) Yes and No, respectively for item (1). While, on item (2), 37 (74%), obtained for Yes 13 (22%) for No. on item (3), 22 (44%) and 28(56%) were obtained for item Yes and No. For item (4), 44(88%) and 06(12), were also obtained for Yes and No. from all indications based on the results above, it is very clear that

teachers preparation for lesson could be improved through effective instructional supervisory effectiveness.

**Research Question Three:** To what extent is instructional supervisory activities carried out on school?

**Table 3: Showing Frequency Counts and Simple Percentages on to what Extent is Instructional Supervisory Activities Carried out on Schools?**

S/N	ITEMS	YES	%	NO	%
1.	Is instructional supervision often carried out in your schools?	32	64	18	36
2.	Instructional supervision sedomly carried out on schools	28	56	22	44
3.	Instructional supervision is not carry out in school at all.	46	92	04	08
4.	Instructional supervisory activity is a regular activity in schools in Ovia North East Local Government Area.	40	80	10	20

The findings on table (3), show responses on item (1) as 32 (64%) and 18 (36%), obtained for Yes and No. on items (2), 28 (56%) and 22 (44%) obtained for Yes and No. while, on item (3), 46 (92%) and 04 (08%), were obtained for Yes and No. finally, on items (5), 40 (80%) and 10 (20%) were obtained to result of the finding on table (3), clearly show that instructional

supervisory activities on schools are carried on a regular basis. This goes a long way to affect the school performance. Oyekan (2004), stressed that instructional supervision is very necessary and it should be a regular activities because of its potential on every aspect of school programmes.

**Research Question Four:** Does instructional supervisory motivate teachers towards job performance, positively?

**Table 4:** Showing Frequency Counts and Simple Percentages on does Instructional Supervision Effectiveness Motivate Teachers towards Job Performance Positively?

S/N	ITEMS	YES	%	NO	%
1.	Instructional supervisory effectiveness can enhance effectively teaching style by the teachers.	43	86	07	14
2.	Instructional supervisory effectiveness can't enhance teachers' style	09	18	41	82
3.	Instructional supervisory effectiveness is the best way to enhance teachers' teaching style.	32	64	18	36
4.	Teaching are always cautious of adopted the appropriate teaching style, whenever they are under supervision	40	80	10	20

The findings on table (5), show 43(86%) and 07(14%) for Yes and No. For item (2), 09(18%) and 41 (82%) for Yes and No were obtained. Finally, on item (5), 40 (80%) and 10 (20%), were obtained respectively for Yes and No.

The results on table 5 above generally speaking indicate that instructional supervisory effectiveness solve could enhance the teaching style of the teachers.

**H0<sub>1</sub>:** There will be no significant relationship between instructional supervisory effectiveness and teachers' regularity in class.

**Table 6: Showing (PPMC) on there will be Significant Relationship between Instructional Supervisory Effectiveness and Teachers' Regularity in Class.**

<b>Variables</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>N</b>	<b>R</b>	<b>P</b>	<b>Remark</b>
Instructional Supervisory Effectiveness	12.1742	1.2415	50	0.21*	.000	sig
Teachers Regularity in Class	13.4164	1.4102	50	0.23*	.000	

**Significant at .05 level\***

The findings on table (7), shows that there is a significant relationship between instructional supervisory effectiveness and teachers' regularity in class. Since, ( $r=0.22^*$ ,  $N= 50$ ,  $p<.05$ ) for instructional supervisory effectiveness, while ( $r=0.23^*$ ,  $N= 50$ ,  $p <.05$ ) for teachers' regularity in class. Therefore, Null hypothesis rejected. This indicated that instructional supervisory effectiveness could positively result into teachers' regularity in class. The findings is in consonance with Afolabi (1996) that teachers could

be made to be punctual in school and attend to their students' if they are regularly supervised.

**H0<sub>2</sub>:** There will be no Significant Relationship between Instructional Supervisory Effectiveness and Instructional Delivery Competence of the Teacher.

**Table 7: Showing (PPMC) on there will be no Significant Relationship between Instructional Supervisory Effectiveness and Instructional Delivery Competence of the Teachers.**

Variables	Mean	Std. Dev	N	R	P	Remark
Instructional supervisory Effectiveness	14.6124	1.5063	50	0.22*	.000	Sig.
Instructional Delivery Competence of teachers	15.3750	1.6207	50	0.24*	.000	

**Significant at .05 level\***

The result on table 7 shows that there is significant relationship between instructional supervisory effectiveness and instructional supervisory competence of the teachers. Since, ( $r=0.22^*$ ,  $N=50$ ,  $P<.05$ ) for instructional supervisory effectiveness, while ( $r=0.24^*$ ,  $N= 50$ ,  $P <.05$ ) for instructional delivery competence of the teachers. Therefore, null hypothesis rejected. This indicates that instructional supervisory effectiveness could positively improves instructional delivery competence of teachers. The findings agree

with the view of Oyekan (2000) that teachers are always mindful and conscious of their instructional delivery abilities, whenever they are being supervised by higher officers in classroom.

**H0<sub>3</sub>:** There will be no Significant Relationship between Instructional Supervisory Effectiveness and Adequate Preparation for Lesson by the Teacher.

**Table 8: Showing (PPMC) on there will be no Significant Relationship between Instructional Supervisory Effectiveness and Adequate Preparation for Lesson by the Teachers**

<b>Variables</b>	<b>Mean</b>	<b>Std. Der</b>	<b>N</b>	<b>R</b>	<b>P</b>	<b>Remark</b>
Instructional Supervisory Effectiveness	13.4127	1.3417	50	0.21*	.000	Sig.
Adequate Preparation for Lesson by the Teachers	14.5416	1.4516	50	0.24*	.000	

**Significant at 0.5 level\***

The result on table (8) shows that there is significant relationship between instructional supervisory effectiveness and (r=0.24\*, N=50, P<.05) for adequate preparation for lesson by the teachers. Therefore, Null hypothesis rejected this indicate that instructional supervisory effective could enhance adequate preparation of teachers for lesson. The findings was justified by Erinsakin (2007) submission that teachers are always preparing

very well for their lessons, whenever there are monitoring teams(s) in schools.

### **Discussion of Findings**

Findings of the study according to (Datta, 1984), in Fafunwa (1967) described the African competent teacher as a good citizen, a community leader, and innovator or an enlightened parent with pervasive influence beyond the confines of the classroom. Across the world, teachers faced with tremendous changing challenges in all the facets of life. to development, economy and environment. It thus becomes imperative for the African teachers engrossed with enormous social, economic and political problems to be better equipped with sound infrastructures and in-service training programmes, recognised with public accolades and attractive remuneration package, and encouraged to enhance curriculum reconstruction towards the needs and aspirations of their society. The services of the teacher are indispensable to any industrialised and industrialising emerging countries because they influence the development and lives of the children and youths in their quest to occupy a competitive advantageous position in the comity of nations.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

The study focused on the relationship between instructional supervisory effectiveness and students' academic performance: A study of secondary school students in Ovia North East Local Government Area of Edo State.

Chapter two presents the review of related literature. These included; academic performance of instructional supervision, attuisition of teachers effectiveness etc.

Chapter three presents the research methodology, adopted for the study. These included; the research design, population of the study, sample and sampling technique, research instrument method of data collection and analysis.

Chapter four focuses on data presentation analysis and discussion of findings. Findings indicated that instructional supervisory effectiveness could result into the following;

- i. Improvement in teachers preparation for lesson

- ii. Enhancement in students' academic performance
- iii. Enhancement on teachers teaching style
- iv. Regularly of teachers in class
- v. Adequate preparation for teaching etc.

### **Conclusion**

Based on the findings of the study conclusion was made that instructional supervisory effectiveness could improve student academic performance. Hence, it result into regularity of teachers in class, adequate preparation for lesson by the teachers, enhancement of teachers teaching style etc.

### **Recommendations**

Based on the conclusion of the study the following recommendations were made;

1. More attention should be given to teachers; instructional supervision by the appropriate officers in the Ministry of Education and other parastatals of agencies.
2. Instructional supervision of teachers should be a regular activity.
3. More personnel's should be designated to carry out the exercise.

4. All the logistics that will make instructional supervisory activity workable and effective should be provided by the government or educational providers etc.

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## APPENDIX

### QUESTIONNAIRE ON RELATIONSHIP BETWEEN INSTRUCTIONAL SUPERVISORY, EFFECTIVENESS AND STUDENTS ACADEMIC PERFORMANCE: A STUDY OF SECONDARY SCHOOL STUDENTS IN OVIA NORTH EAST LOCAL GOVERNMENT AREA OF EDO STATE.

Sir/Ma,

This questionnaire is meant for research purpose and your response will be treated confidentially. Kindly, fill the space to indicate your responses on the item below.

Thanks.

#### SECTION A

##### Demographic Characteristics

**School:** \_\_\_\_\_

**Town:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Sex:** \_\_\_\_\_

#### SECTION B QUESTIONNAIRE

S/N	ITEMS	YES	NO
1.	Instructional supervisory will improve teachers' preparation for lesson		
2.	Teachers do not prepare for lesson, despite instructional supervision		
3.	Teachers are always preparing adequately, even when there are not supervised		

4.	Teachers are always being conscious of their supervision thus, make them to prepare very well for lesson		
5.	Is instructional supervision often carried out in your schools?		
6.	Instructional supervision sedomly carried out on schools		
7.	Instructional supervision is not carry out in school at all.		
8.	Instructional supervisory activity is a regular activity in schools in Ovia North East Local Government Area.		
9.	Instructional supervisory effectiveness can enhance effectively teaching style by the teachers.		
10.	Instructional supervisory effectiveness can't enhance teachers' style		
11.	Instructional supervisory effectiveness is the best way to enhance teachers' teaching style.		
12.	Teaching are always cautious of adopted the appropriate teaching style, whenever they are under supervision		
13.	Instructional supervisory will improve teachers' preparation for lesson		
14.	Teachers do not prepare for lesson, despite instructional		

	supervision		
15.	Teachers are always preparing adequately, even when there are not supervised		
16.	Teachers are always being conscious of their supervision thus, make them to prepare very well for lesson		
17.	Is instructional supervision often carried out in your schools?		
18.	Instructional supervision sedomly carried out on schools		
19.	Instructional supervision is not carry out in school at all.		
20.	Instructional supervisory activity is a regular activity in schools in Ovia North East Local Government Area.		