

TEACHER'S PERCEPTION OF EXTERNAL SUPERVISORY PRACTICES IN SECONDARY SCHOOLS IN EBONYI STATE

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Abstract

This study investigated external supervisory practices in secondary schools in Ebonyi State. The purpose of the study was to find out external supervisory practices in secondary schools. Such supervisory practices include enforcement of stipulated rule and standards, classroom visitation, classroom lesson observation, classroom lesson discussion and teacher's motivations. Five research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted descriptive survey research design. The population of the study was 3,266 tutorial staff and principals of 223 Government owned Secondary Schools in Ebonyi State. Six hundred teachers and principals were sampled using 18.5%. A simple random sampling technique was used. A structured questionnaire titled "External Supervisory Practice Questionnaire" (ESPQ) was used for data collection. The instrument was validated by six experts in the department of Educational Foundations as well as Science Education department. It was trial tested on 50 respondents not included in the main sample of the study from Abia State to determine the reliability using Cronbach Alpha which yielded reliability co-efficient of 0.95. Mean and Standard Deviation were used to answer the research questions while the t-test was used to test the hypotheses at 0.05 level of significance. The result of the findings indicated that teachers and Principals negatively perceived enforcement of stipulated rules and standards as supervisory practice which generates fears and resentment in them. Male and female teachers and principals negatively perceived supervisor's classroom visitation as obstruction on their instructional practice as well as making them unsafe. Rural and urban teachers and principals negatively perceived classroom lesson observation as what makes supervisors focus on their competence on instructional strategies. Teachers and principals positively perceived classroom lesson discussion as action that makes them to know their areas of strengths and weaknesses in their instructional practice. Based on the findings, the study recommended that Government through her relevant agencies should endeavour to send well trained supervisors to schools who should adopt democratic approach while supervising teachers. Government should also improve the conditions of service provided to teachers and principals, among other recommendation through regular payment of salaries, allowances and promotions

Key words: Teacher's perception and External supervisory practices

Introduction

The apparent awareness of what education can provide for a nation like Nigeria in the field of national development cannot be over-emphasized. Education prepares students with cognitive potentials, skills, attitudes and competencies that afford them the opportunity to provide meaningful services to themselves and to the nation as a whole (Achimugu, 2002:53). Education is the fundamental institutional tools used for developing human skills and knowledge. Education therefore, is seen as necessary instrument which influences the development and the growth of the economy of a country and improved standard of living of her citizenry.

Based on this, various levels of Government, organizations and individuals spend huge sums of money to provide education for the people. In Nigeria, for instance, a significant amount of resources both human and financial resources are spent to support the public schools system. To improve education, government of Ebonyi State invests reasonably in formulating and executing policies to ensure that qualified personnel is trained to help supervise instruction and facilities in schools.

Interest of any government including Ebonyi State is to raise standard of education because student's learning achievement is as a result of improved school system (Celestine, 2002:106). Archibong and Bassy (2001:76) noted that higher standard of education result to increased economic improvement which invariably leads to the development of a country. This no doubt, depends on how adequately teachers are trained and supervised because they are the people who implement educational policies in the classroom. Ugwu (2001:126) posited that Federal Government of Nigeria believed firmly on school supervision exercise to watch both the quality of schools and to ensure that effective teaching and learning is realized. Therefore, awareness of the capabilities of education for the development of individual and the society is now so high that no parent or government at any level could afford to take chances in ensuring that qualitative education is acquired. Federal Republic of Nigeria (2004:21) stated this as a policy when it said that "Education in Nigeria is an instrument par excellence for effecting national development".

It is quite clear that without effective supervision of teachers who are the implementers of the curriculum, achievement of the objectives of education at any level cannot be guaranteed. Supervision of school programme is a necessary administrative function for the improvement of instruction in schools. Supervisors have specialized duties of over-seeing the healthy function of schools for the purpose of sustaining quality instructional delivery.

In the light of this, in every school, there are teachers, students and administrators involved in the day-to-day learning activities. There is a pressing need to determine what to teach, how to teach and whom to teach it. The individuals to be taught are also believed to be full of unique talents and capabilities. The teachers teaching methods, societal needs and problems, call for supervision of instruction in schools. Supervision therefore, is the bedrock of quality education. Eze (2002:48) saw supervision as those processes and activities carried out by

supervisors of education and head teachers in our schools so as to improve the quality of teaching and learning. Supervision is a means by which the school system enhances the teaching-learning situation through the input of the people other than the classroom teacher.

Ugwu (2001:126) defined supervision as the process of over-seeing the performances of tasks designed for an individual or a group with the aim of directing and controlling its execution to successful outcome. Supervision focuses on the provision of effective instruction and improvement in quality of the experiences of learners. Thus, the supervisors are the ones whose job is to help teachers in evaluating teaching methods and finding solution to problems facing teaching and learning. In other words, school supervision focuses basically on improving learning by improving knowledge, skills and abilities of teachers. Every teacher needs some kind of help for improvement. Even the experienced teachers benefit from the supervisory exercise of skilled supervisors. Since teaching is a process, innovation in education should necessarily be communicated and encouraged in every teacher.

Supervision was introduced into the school system by the school administrators during the colonial era. Alu, Odo, Eya, Ede and Ugwu (2001:128), stated that inspection centers more on accountability and judgment on teacher's performance instead of encouraging or suggesting methods of teaching and learning. Inspection stresses the examination of facilities, classroom teaching, teachers' methods of teaching, especially how teachers are able to follow prescribed methods of teaching. Nwaogu (2007:16) stated that inspection is the oldest type of supervision which was concerned with the inspection of the work of teachers, schools or ministry officials. He further stressed that the term "inspection" is still applied by certain supervisory officers in England as well as Nigeria, as members of common wealth countries. However, the concept of supervision of instruction is different from school inspection due to the fact that supervision focuses on guidance, support, and continuous assessment provided to teachers for their professional development and improvement in the teaching-learning process, where as inspection lays emphasis on controlling and evaluating the improvement of schools based on stated standard set by external agents operating outside the school system. Ugwu (2001:132) observed that inspection has been characterized by periodical visits which put teachers in unnatural state of excitement and create a crisis of confidence. Furthermore, he maintained that inspectors have created the image of a head-hunter, representative of authoritarianism, fault-finder and guardian of standard. The nature of inspection shows some lack of mutual trust, inadequate estimation of the years work, and wrong relation with one another (Akubue, 2006:73) .This may be why teachers perhaps have negative perceptions of supervisory practices in secondary schools. Longman (2010:320) defined perception as an idea, belief or an image one has as a result of how he sees or understands something.

During supervision, certain supervisory practices are adopted by external supervisors to ensure that there is effective supervision exercise. External

supervisors according to Mbazu (2008:58) are education officers who come from Inspectorate Division of the Ministry of Education as well as Secondary Education Board to over-see the school activities discharged by both teachers and principals. The educational supervisors perform essentially the functions of planning, organizing, directing, and controlling instructional activities in schools. Supervision was introduced in the school system to ensure that teachers teach learners in the most effective way. In supervision of instruction, Etzioni (2001:37) explained that supervisors employ advice, criticism, clarification, verification and justification to ensure that effective teaching and learning in schools is achieved. The philosophy underlying supervision in school is therefore predicated on periodic criticism, clarification, verifications, and justification of teaching methods, needs and problems of schools as well as relevance of instructional materials and the curriculum (Akubue, 2006:76). To achieve this therefore, the major supervisory practices adopted by education supervisors according to Blasé and Blasé (2004:48) include enforcement of stipulated rules and standards, classroom visitation, classroom observation, classroom discussion, demonstration and motivation of teachers.

Enforcement of stipulated rules and standards is equally an important supervisory practice employed by education supervisors to ensure that there is effective teaching and learning in schools. Eze (2002:52) defined enforcement of stipulated rules and standards as a process of ensuring that educational policies and programmes of government are carried out without deviation so that instructional activities could be achieved. External supervisors ensures that appropriate records are kept such as teachers time book, attendance registers, diaries, scheme of work, students assessment records and other administrative records. This is to enhance improved standard of education.

Classroom visitation is important in the field of supervision. Alu et al (2001:133) defined classroom visitation as method in which a leader or a supervisor organizes to visit a school in order to see things such as teachers, students and facilities for himself. Therefore, the purpose of classroom visitation is to study the learning activities of the students as well as the relevance of such activities to the objectives of education. Also, knowing the type of learning experiences, methods and the relevance to the students' need is part of the reasons for classroom visitation as supervisory practice. Others include knowing how the teacher approaches the problems of students' learning difficulties, evaluates learning programmes and their relations to the aims of education of a given society. Supervisors' classroom visit includes also determining teacher's ability to organize and manage the classroom.

Classroom observation is another important supervisory practice. Edem (2003:134) defined classroom observation as a method adopted by supervisors to watch teachers' instructional activities while the lesson is going on in the classroom. According to him, one of the major processes of evaluation is direct observation. By this approach, the supervisor appraises the teacher using specific parameters which include subject mastery, use of language, logical presentation, class control,

effective use of relevant instructional materials and level of students participation.

The next important supervisory practice after lesson observation is lesson discussion. Having scored the teacher as the lesson progressed, the supervisor is able, at the end of each teaching session, to effectively evaluate performance, and subsequently determine how far the objective of supervision is being achieved. Based on this therefore, Eze (2002:49) saw classroom lesson discussion as a technique adopted in furtherance of the demonstration of supervision. He maintained that by the use of this evaluative process, the supervisor holds post-teaching session discussion with the teacher. There are direct questions and answers and in the process, the supervisor is given insight into the ways and wherefore of the teacher's behaviour during the lesson period.

Teacher's welfare is one of the major components of school administration. The success of school system depends on how well teachers are motivated. Motivation according to Achunine (1998:49) is an inner state that energizes, activates or moves and directs behaviours to goals. Eze (2002:52) saw motivation as the perceptions, methods and activities conducive to the satisfaction of various needs of the employees so that they may become satisfied, dedicated and effective task performers. Therefore, motivation is an embracing factor in an employee's development to accomplish personal as well as organizational goals. In Nigeria in general, and Ebonyi State in particular, one of the challenges of effective motivation relates to poor remuneration. All cannot be well in a system where staff are poorly remunerated, and are always agitating for improvements, which sometimes lead to trade disputes and closure of schools. Eze (2002:53) affirmed that in Nigeria generally and Ebonyi State in particular, teachers are poorly paid and inadequately motivated, which translate to teacher absenteeism, lukewarm classroom practices, frustration, decline in professional standard, militancy and early departure from the profession. Therefore failure by the government to satisfy teachers' basic needs leads to frustration, nonchalant attitudes towards teaching and rebellions.

Demonstration is also one of supervisory practices adopted by school supervisors. It is a technique used in getting across to practicing teachers or newly recruited teachers, new innovations, new experiences and new process in the learning and teaching job (Odigbo, 2001:17). According to Odigbo (2001:17), demonstration may be successfully carried out through the use of experienced teachers themselves or skilled persons, supervisors and appropriate resource persons.

Cogan (1973:203) is of the opinion that teachers seem to be apprehensive about supervision because of the way and manner supervisors carry out their supervisory practices. This point portrays supervisors as antagonists and fault-finders. But if there should be high quality supervision in the secondary school system, to improve the skills, abilities and knowledge of teachers, supervisors should at least observe three sets of teacher variables with a view to improving them for more productive teaching and learning, instead of being antagonistic. According to William (2013:64), the three variables are that the teacher is committed to his job,

the teacher's capacity to interact effectively with learners and curriculum and the teacher's use of resources available to him.

In the light of this, Federal Government of Nigeria established the inspectorate division of the ministry of education at Federal, State and Local Government Areas to ensure that there is effective supervision of instruction in schools. These divisions include sub-units of Federal Ministry of Education, State Ministry of Education, and Secondary Education Board (SEB) at state level with zonal offices. Ebonyi State Government is in charge of all public secondary schools in the state which is the focus of this study.

Ebonyi State Secondary Education board has three education zones with offices in each of the zone. These zones are Abakaliki, Afikpo and Onu-eke. The Secondary Education Board at zonal levels are headed each by a Chief Supervisory Principal (CSP) who is an expert charged with the responsibility of supervising schools as well as collecting and collating data from various secondary schools. The data also gathered is sent to the ministry and secondary education board as official supervision report which government should use for effective planning and implementation of educational programmes and policies.

Despite good remarks made in favour of educational supervision, it is still confronted with a number of challenges. One of these challenges according to Ugwu (2001:126) are the supervisor's unusual unannounced visits, extortion of money from school heads while on supervision and their desperate attempts to enforce stipulated rules and standards which instill fears into teachers; make them develop psychological problems of tension and worries which do not augur well for teaching and learning.

Supervisors lack access to schools located in rural areas due to bad roads and inadequate transport facilities. The abolition of vehicle loans schemes for civil servants and the cancellation of the transport allowances by government have rendered external supervisory practices ineffective (William, 2004:68). With the high rate of inflation and the seeming creation of artificial scarcity of fuels most times by dealers and removal of fuel subsidy by Federal Government of Nigeria in the year 2012, explains why many schools hardly get supervisors even once in two or three years. In addition to these are insufficient supervisory personnel and the poor financing of supervision which have manifested themselves in inadequate supervision of schools and follow up visit (Chukwuka, 2005:83). This study, therefore, becomes necessary in order to find out external supervisory practices in secondary schools in Ebonyi State.

The main purpose of this study was to find out external supervisory practices in Secondary Schools in Ebonyi State. Specifically, the study was designed to:

1. Investigate how external supervisors carry out enforcement of stipulated rules and standards in Secondary Schools in Ebonyi State.
2. Find out how external supervisors undertake classroom visitations in Secondary Schools in Ebonyi State based on gender

3. Ascertain how external supervisors carry out classroom lesson observation in Secondary Schools in Ebonyi State based on location.
4. Determine how external supervisors can carry out classroom lesson discussion
5. Find out how external supervisors motivate teachers in Secondary Schools in Ebonyi State.

Results of this study could be significance to the stakeholders in education supervision, that is Government and her relevant agencies, principals, staff, students and indeed members of the public in the following ways:-

The result of the study could lead to identification of the actions of supervisors such as enforcement of stipulated rules and standards which generate fears and resentment in teachers as these will make government and heads of school boards to send supervisors to schools who will always adopt democratic relationship with teachers while supervising them. This action will make teachers to see supervisors as friends and not fault finders.

It could provide information on the importance of classroom visitation and also reveal teacher's feeling towards supervision of instructional practices. It could as well enable male and female principals and teachers and indeed students to be up and doing in order to improve teaching and learning activities in our school system.

Results of this study could help members of the public to be aware of the way and manner supervisors observe both rural and urban teachers in the classroom during instructional practice, since regular supervision and the observation of instruction enhance instructional efficiency and teacher's effectiveness. It could also lead to teacher's professional growth as well, since supervisors employ advice during observation to improve teaching and learning in schools.

Results of this study could show measures supervisors adopt in classroom discussion as it could make teachers to know their areas of strength and weakness so as to determining the way of improving their instructional activities in secondary schools. It could as well enable the supervisor to equally assess the quality and quantity of instructional facilities and manpower needs so as to make recommendations to the appropriate authorities for implementation of policies and improvement of school system.

Results of this study could be important in that it could help both Ministry of Education and Secondary Education Board charged with the responsibility of formulating and implementing policies to gain better insight into poor motivational condition of teachers as well as being aware of the situation of supervision of instruction in government owned secondary schools in Ebonyi State.

The result of the study could contribute to the research literature about teacher's perception of external supervisory practices in the educational system of this country Nigeria.

The study is delimited to identifying external supervisory practices in

secondary schools in Ebonyi State. The following content areas are focused which includes; enforcement of stipulated rules and standards, classroom visitation, classroom lesson observation, classroom lesson discussion and motivation of teachers in secondary schools in Ebonyi state.

Research Questions

The following research questions guided the study.

1. How do external supervisors enforce stipulated rules and standards in Secondary Schools in Ebonyi State?
2. How do external supervisors carry out classroom visitations in Secondary Schools in Ebonyi State based on gender?
3. How do external supervisors carry out classroom observation in Secondary Schools in Ebonyi State based on location?
4. How do external supervisors carry out classroom lesson discussion in Secondary Schools in Ebonyi State?
5. How do external supervisors motivate teachers in Secondary Schools in Ebonyi State?

Hypotheses

The following null hypotheses are formulated and tested at 0.05 level of significance

H₀¹ There is no significant difference in the mean ratings of how external supervisors carry out classroom visitation in Secondary Schools in Ebonyi State based on gender.

H₀² There is no significance difference in the mean ratings of how external supervisors carry out classroom observation in Secondary Schools in Ebonyi State based on location.

Methodology

The study adopted descriptive survey research design. The area for this study was Ebonyi state of Nigeria. This included Abakaliki, Afikpo and Onueke Education Zones of Ebonyi State. The population of the study was 3,266 teachers and principals of 223 Government owned Secondary Schools in Ebonyi State. 600 teachers and principals were sampled using 18%. A simple random sampling technique was used. A structured questionnaire titled "Teachers Perception of External Supervisory Practice Questionnaire" (TPESPQ) was used for data collection. The instrument was validated by six experts in the Department of Educational Foundations as well as Science Education department. It was trial tested to 50 respondents not included to the main sample of the study in Abia State to determine the reliability using Cronbach Alpha which yielded reliability co-efficient of 0.95. The researcher together with six research assistants whom he employed and trained administered the questionnaire to the respondents. Mean and Standard Deviation were used to answer the research questions while the t-test was used to test the hypotheses at 0.05 level of significance.

Results

The results of teachers' perception of external supervisory practices are presented as follows:

Research question 1

How do teachers perceive supervisors' enforcement of stipulated rules and standards in secondary schools in Ebonyi state?

Table 1: Mean and Standard Deviation Rating on How External Supervisors Enforce Stipulated Rules and Standards

S/N	ITEMS	X	SD	DECISION
1.	Teachers and principals do not describe the supervision they receive as helpful because of supervisors' intimidation approach, during supervision	2.59	1.22	Agreed
2.	Teachers and principals show resentful attitude in supervisors emphasis on proper record keeping such as lesson notes, diaries, attendance register and financial records.	3.51	1.25	Agreed
3.	Teachers and principals show negative attitude for supervisors emphasis on the use of appropriate and recommended textbooks for their instructional delivery	2.55	1.21	Agreed
4.	Teachers and principals resent on supervisors emphasis on lateness to duty, truancy, absenteeism and other measures designed against defaulting teachers.	2.50	1.20	Agreed
Grand Mean		2.78		Agreed

From table 1, the grand mean score of 2.78, which is above the mean cut off point of 2.50, indicated that some actions of supervisors such as enforcement of stipulated rules and standards generate fears and resentment in teachers and principals. Items 1 to 4 with mean scores of 2.57, 3.51, 2.55 and 2.50 respectively indicated that supervisors exhibited actions that create unconducive atmosphere for teachers.

Research Question 2

How do teachers perceive supervisor's classroom visitation in secondary schools in Ebonyi state based on gender?

Table 2: Mean and Standard Deviation Ratings of Male and Female Teachers

and Principals on External Supervisors Carry out Classroom Visitation.

S/N	ITEMS	X	SD	DECISION
5.	Supervisors visit to classroom is to make teachers and principals to be proactive so as to make good use of instructional time.	2.62	1.30	Agreed
6.	Classroom visit by supervisors is to ensure effective teaching and learning in schools.	2.63	1.30	Agreed
7.	Lack of contact between teachers and supervisors negatively affects instructional practice.	3.00	1.40	Agreed
8.	Informal visit by supervisors motivate teachers to improve their instructional methods and teachers effectiveness in their instructional activities.	3.38	1.42	Agreed
	Grand mean	2.91		Agreed

Table 2 with a grand mean score of 2.91 which is above the cut-off point showed that classroom visitation adopted by supervisors as supervisory practice makes male and female teachers and principals perceive supervisors as lesson obstructers whose presence in the class makes then unsaved. Items 5 to 8 have mean scores of 2.62, 2.63, 3.00 and 3.38 respectively which indicated agreement.

Research Question 3

How do teachers perceive classroom lesson observation in secondary schools in Ebonyi state based on location?

Table 3: Mean and Standard Deviation Rating of Rural and Urban Teachers and Principals on How External Supervisors Carry out Classroom Lesson Observation.

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S/N	ITEMS	X	SD	DECISION
9.	Lesson observation is a tool used by supervisors to evaluate the content knowledge of teachers and their capabilities on instructional strategies and practices to improve instruction	3.55	1.35	Agreed
10.	Supervisors should not deviate from what was agreed on to be observed during the pre-observation conference.	3.10	1.27	Agreed
11.	Some supervisors are unable to observe Lessons due to lack of time.	3.43	1.45	Agreed
12.	During lesson observation, the supervisor should not take part in any of the activities in progress.	2.50	1.20	Agreed
	Grand mean	3.15		Agreed

From table 3, the responses on items 9, 10, 11 and 12 showed positive responses. The grand mean score is 3.15. This revealed that supervisor's presence in classroom for lesson observation makes rural and urban teachers and principals to feel that supervisors focus on their competence on instructional strategies.

Research Question 4

How do teachers perceive classroom lesson discussion in secondary schools in Ebonyi state?

Table 4: Mean and Standard Deviation Rating of Teachers and Principals on How External Supervisors Carry out Classroom Lesson Discussion.

S/N	ITEMS	X	SD	DECISION
13.	Teachers and principals are always anxious to know the outcome of supervisors visit.	3.55	1.53	Agreed
14.	Lesson discussion is a procedure for assisting teachers to know the areas of strength and weakness in their instructional practice.	3.10	1.27	Agreed
15.	Feed back received by teachers and principals from supervisor boost their morale and makes them to work harder in their instructional activities.	3.43	1.43	Agreed
16.	Teachers believe that there is much gain if what is observed in the class is discussed immediately.	2.88	1.18	Agreed
	Grand mean	3.24		Agreed

From table 4, high grand mean score of 3.24 was observed. This showed that supervisor's lesson discussion with teachers is to make teachers identify areas of strength and weakness of their instructional practice. Therefore teachers and principals perception appears to be positive. Items of the questionnaire have high score of 3.55, 3.10, 3.43 and 2.88 respectively.

Research Question 5

How do teachers perceive motivation as supervisory practice in secondary schools in Ebonyi state?

Table 5: Mean and Standard Deviation Rating on How External Supervisors Motivate Teachers.

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S/N	ITEMS	X	SD	DECISION
17.	Teachers received their salaries and allowances on regular basis.	2.29	1.17	Disagreed
18	Poor remunerated teachers and principals resort to incessant complaints resulting to poor attitude to work.	3.46	1.47	Agreed
19.	Motivation of teachers and principals sometimes act as check to their responsibilities.	3.16	1.50	Agreed
20.	Internal insurance of teachers and principals such as loan and salary advances do not often motivate teachers to work hard.	2.17	1.13	Disagreed
	Grand Mean	2.77		Agreed

From table 5, grand mean score of 2.77 was observed. This indicated that teachers and principals perception on the kind of motivation they receive as supervisory practice was negative since it results to their low morale. Items 17 and 20 with mean scores of 2.29 and 2.17 disagreed with the statement, while items 18 and 19 with mean scores of 3.46 and 3.16 agreed with the statement. **Hypothesis 1**

There is no significant difference in the mean rating of male and female teachers on their conduct of classroom visitation in secondary schools in Ebonyi State.

Table 6: t-test Analysis of Male and Female Teachers and Principals on How External Supervisors Carry out Classroom Visitation.

S/N	Variable	N	X	SD	df	t-cal.	t-crit	Decision.
5.	Male	400	2.65	1.10	598	0.61	1.91	NS
	Female	200	2.46	1.07				
6.	Male	400	2.47	1.09	598	-0.40	1.96	NS
	Female	200	2.35	1.08				
7	Male	400	2.67	1.55	598	0.39	1.96	NS
	Female	200	2.56	1.99				
8	Male	400	2.56	1.08	598	-0.06	1.96	NS
	Female	200	2.25	1.04				
	Average t-cal					0.14	1.96	NS

S=significance, NS=not significant

Table 6 provided information for null hypothesis 1. Items 5 to 8 were used to test the hypothesis using the t-statistics to test the null hypothesis. The calculated t-value of 0.14 was obtained. The calculated value is less than 1.96, which is critical t-value at 0.05 level of significance and 598 degree of freedom. It therefore, follows that there is no significant difference in the mean rating of male and female teachers and principal's perception of classroom visitation as supervisory practice in secondary schools in Ebonyi State

Hypothesis 2

There is no significant difference in the mean rating of teachers on the conduct of classroom observation in secondary schools in Ebonyi State based on location.

Table 7: t-test Analysis of Rural and Urban Teachers and Principals on How External Supervisors Carry out Classroom Lesson Observation.

S/N	Variable	N	X	SD	df	t-cal.	t-crit	Dec.
9.	Rural	240	1.54	0.60	598	2.06	1.96	NS
	Urban	360	1.65	0.62				
10	Rural	240	3.50	0.52	598	0.24	1.96	NS
	Urban	360	3.52	0.55				
11.	Rural	240	2.55	1.08	598	-0.57	1.96	NS
	Urban	360	2.60	1.12				
12.	Rural	240	2.53	1.03	598	1.03	1.96	NS
	Urban	360	2.63	1.07				
Average t-cal						0.69	1.96	NS

Table 7 provided information for null hypothesis 2. Items 9 to 12 were used to test the hypothesis using the t-statistics to test the null hypothesis. The calculated t-value of 0.69 was obtained. The calculated t-value is less than 1.96 which is critical value of t at 0.05 level of significance and 598 degree of freedom. This indicated that there is no significance difference in the mean rating of rural and urban teachers and principal's perception of classroom lesson observation as supervisory practice in secondary schools in Ebonyi State.

Discussion

This chapter discussed the findings based on research questions and hypothesis which guided the study.

Research question 1 sought to find out teachers and principals perception of enforcement of stipulated rules and standards as supervisory practice which generates fears and resentment in teachers in secondary schools in Ebonyi state. The grand mean score of teachers' perception on actions of supervisors that generate fears

and resentment in teachers is 2.78 which indicated high mean response. From table 1 in chapter four above, it was deduced that supervisor's enforcement of stipulated rules and standards generate fears and resentment in teachers. This is in line with Eyibe (2005:50), who stated that teachers and principals perceived supervisors as fault finds, guidance of standards and authoritarian.

According to Eyibe, teachers and principals do not describe the supervision they receive as helpful because of supervisor's intimidation approach during supervision. The study further revealed that teachers and principals have resentful attitude in supervisor's emphasis on proper recording keeping such as lesson notes, diaries, attendance register and financial records. Ingersoll (2003:41-42) in his study reported that teachers and principals have negative perceptions of supervisor's emphasis on the use of appropriate and recommended textbooks for their instructional delivery. The study further revealed that teachers and principals resent on supervisor's emphasis on lateness to duty, truancy, absenteeism and other measures designed against defaulting teachers.

Thus, teachers and principals should not dread any external supervision since it is a normal administrative function capable of improving instructional supervisory practices in secondary schools particularly in Ebonyi State.

Research question 2 and hypothesis 1 sought to find out how male and female teachers and principals perceive classroom visitation as supervisory practice which makes them feel obstructed and unsafe and to discover whether a significant difference existed between the mean rating of male and female teachers and principals perception of classroom visitation which make teachers feel obstructed in the class and unsafe. The grand mean score for research question 2 was 2.91 which indicated that supervisor's presence in the classroom makes teachers to negatively perceive them as lesson obstructers whose aim is to make a damaging reports about them (Darash, 2006:120). Then the t-test value for hypothesis 1 was 0.14. Since the t-critical value of 1.96 is greater than t-calculated value, it shows that there is no significant difference in the mean rating of male and female teachers and principals on how they perceive supervisors classroom visitation as supervisory practice which makes teachers feel obstructed and unsaved in the class during instructional process.

The findings of the study supported Guss (2006:13-24) who indicated that both male and female teachers' are generally tensed up because of supervisor's presence in the classroom whose intention may be to rate teachers or the supervisor's aim may not be disclosed to them. This situation according to Holland normally puts teachers in an uneasy state as well as making them uncomfortable. Nevertheless, no matter how teachers and principals perceived classroom visitation, they should know that supervisors are there to help improve in their instructional performance and professional growth. Therefore, their presence in the classroom should not be perceived as lesson obstructers and terrorists to teachers (Ndu, 1997:50, and Chima and Okoro, 2013:240).

Research question 3 and hypothesis 2 sought to find out rural and urban teachers' and principals perception of classroom lesson observation as supervisory

practice which makes supervisors to focus on teachers competence on instructional strategies in secondary schools in Ebonyi State, and also whether there was significant difference in the mean ratings of rural and urban teachers and principals on how they perceive classroom lesson observation which makes supervisors to focus on teachers competence on instructional strategies. The high grand mean score of 3.15 in table 3 indicated that rural and urban teachers and principals perceived supervisors as focusing on their competency on instructional strategies.

This result is in agreement with Creswell (2003:48) who stated that lesson observations are one major supervisory practice used by supervisors to evaluate the content knowledge of teachers and their skills and methodology in instructional delivery. Ugwu (2001:126) indicated that some supervisors visited classroom only to focus mainly on teachers instructional strategies not to provide them with professional support. This evidence is true as supervisors have been described as fault finders as well as head hunters.

From the result of the hypothesis, the calculated t-value was 0.69 which indicated that there was no significant difference in the mean rating of rural and urban teacher's perception of classroom lesson observation which makes supervisors to focus on teacher's competence on instructional strategies. The way rural teachers perceive supervisors instructional process is also the way urban teachers feel about the activities of supervisors.

No matter how teachers perceive supervisors' classroom lesson observation, the study revealed that lesson observation is one of the important aspects of supervision as advocated by researchers such as (Goldhammer, 1969:214 and Cogan, 1973:162). Therefore, teachers should not negatively perceive supervisors lesson observation.

The result from research question 4 revealed that teachers and principals positively perceived classroom lesson discussion as supervisor's action which make teachers to know their areas of strength and weakness in their instructional practice. The grand mean score which rated 3.24 proved it right. In line with this statement, Odigbo (2001:18) described classroom lesson discussion as post-observation conference. According to him, he stated that post-observation conference is the most crucial stage of analysis phase; the supervisor makes a simple list of events noted and when the lesson is concluded, the supervisor helps the teacher in selecting those items that may be changed and offer suggestions on how to do it. This exercise according to Odigbo (2001) is precisely referred to as "post-mortem" conference during which the supervisor highlights the teacher's areas of good performance and then his areas of poor performance.

Therefore, classroom lesson discussion makes teachers to understand their areas of strength and weakness, and teachers should positively see supervisor's action as a worthwhile exercise.

Research question 5 sought to find out teachers and principals perception of motivation as supervisory practice. The result showed that teachers and principals perceived the motivation they received from government as something that is poor

which reduces their morale in instructional practice. Motivation of staff was discovered by Glickman (2004:73) as having relationship with the welfare, comforts and productivity of employees. This further confirmed the result of this study on motivation.

Motivation of staff in relation to praise, commendation is positive ways of increasing staff commitment to duty, as against poor remuneration, which would lead to complaints by staff. The result further showed that both staff needs motivation in their daily activities. Motivation is highly important in the field of education so that those engaged in teaching will accept the profession instead of using it as stepping stone to other attractive jobs. Education supervisors do not know the positive influence of motivation of teachers. Most supervisors when they visit teachers in the classroom to observe their instructional procedure, instead of giving them commendation, rather rain abuses and condemnation on them. This no doubt, reduces teachers' morale and make them have negative perception of supervisors' supervisory exercise. The above results are timely for the government, if the opinion of Ukeje (1992:28) is something to go by, who stated unfavorable conditions of services as motivation for staff will mar their commitment to duty.

Conclusion

In the light of the discussion, the following conclusions were drawn. Teachers and principals negatively perceived supervisors enforcement of stipulated rules and standards as actions that generate fears and resentment in them. Male and female teachers and principals negatively perceived classroom visitation as exercise that make them (teachers) to feel obstructed and unsaved during instructional delivery. Rural and urban teachers and principals negatively perceived supervisor classroom lesson observation as an exercise that enables supervisors focus on teacher's competence on instructional strategies so as to find fault on them. Teachers and principals positively perceived classroom lesson discussion as exercise that make them to know their area of strength and weakness in their instructional practices so as to take correction and then make improvement for future instructional performance. Teachers and principals negatively perceived their motivation as being poor and in effect have reduced their morale for optimal productivity.

Therefore, nobody talks about supervisory practices without mentioning enforcement of stipulated rules and standards, classroom visitation, classroom lesson observation, classroom lesson discussion and teachers motivation as these are necessary external supervisory practices.

Recommendations

Against this backdrop, the following recommendations are made based on the findings of the study,

1 Ebonyi State government through her relevant agencies should always send well trained supervisors to schools who should adopt democratic approach

while supervising teachers to avoid rude confrontation.

- 2 Supervisor's visits to classroom should not be perceived by both teachers and principals as planned action by supervisors to find fault rather they should see it as a programme designed to assist them to be dedicated, effective and above all efficient to their instructional practice. Supervisors should not as well harass teachers when they visit them in the classroom rather they should offer them useful assistance that will help them in their professional career.
- 3 Supervisors should always adopt skills like fairness, firmness, openness, acceptance and empathy during classroom lesson observation for the purpose of securing teachers' co-operation in order to move the frontier. Supervisors should not also observe teachers lesson in the class just to determine whether they are competent or not on their instructional strategies so as to reprimand them, rather they should observe teachers in order to offer useful suggestion.
- 4 Teachers in Ebonyi State should see lesson discussion as something that is designed to lift them in their professional growth. They should not see the supervisor's suggestion or contribution on the outcome of their instructional process as an intrusion into their professional career by the supervisors.
- 5 Government should ensure that enabling condition of service is provided for both teachers and principals. Hence, they should motivate them through regular payment of salaries, allowances and promotions as it will help to boost teacher's morale thereby increasing their productivity.
- 6 Supervisors should be recommending to the authority, teachers due for in-service training or refresher courses.
- 7 Supervisors should be organizing seminars and workshops for teachers to update their knowledge.
- 8 Teachers should be involved in decision making on matters that affect them so as to avoid deviation from their expectations.

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