

# THE IMPACT OF SCHOOL ADMINISTRATIVE STRUCTURE AND ADEQUATE SUPERVISION ON THE IMPROVEMENT OF INSTRUCTIONAL PROCESSES

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## ABSTRACT

*This research study is designed to determine whether school administrative program and adequate supervision have any influence on the improvement of instructional processes. Four research questions and two null hypotheses were posed to guide the study to a logical conclusion. A structured research questionnaire was administered on a sample size of five hundred and seventy (570) secondary school teachers in Phalga. Data generated with the research questionnaire were collated and analyzed using statistical t-test of pooled and nonpooled variances and Pearson Product Moment Correlational Statistics (Pearson r). The results of the data analyzed indicated that secondary school administrative organ and adequate supervision have a significant influence on classroom instructional processes in secondary schools in Port Harcourt Local Government Area, Rivers State, Nigeria. Recommendations were proffered based on the findings to improve the school administrative organ, provide adequate supervision, and to enhance classroom instructional processes in secondary schools in Port Harcourt Local Government Area, Rivers State, Nigeria.*

**Keywords:** administrative structure, supervision, instructional process

## INTRODUCTION

The administrative structures of Secondary Schools settings have a direct influence on the classroom instructional processes. According to Adebayo (2001), there has to be administration in any organization as long as an organization consists of people brought together in hierarchical set-ups, making use of tools, equipment, human and material resources, all in the quest of attaining the goals for which the organization is established. This implies that, in secondary schools, the hierarchical set-ups have indicated that the principals are heads, with the major duty of pooling the resources of the institutions, both human and material together for the achievement of educational goals. In order to realize these goals of education, the school heads as administrators are charged with the task of deploying qualified and specialist instructors within the system for positive results. The school heads who are well trained to manage the system contribute immensely in the implementation of the curriculum in secondary schools.

The idea that human and material resources are to be assembled together by educational administration, within the school system for effective teaching and learning cannot be over-emphasized. It is supported on this ground that, in secondary schools, the principals play the role of administrators and that of supervisors, even instructors and they also participate in teaching activities when necessary. All staffs, teaching and non-teaching are made to realize their responsibilities of improving and developing instruction in the school system. This is possible through harnessing the available resources to the schools to realize the goals of education. This ground is extolled by Edem (2008) that educational administration focuses on the enhancement of teaching and learning process.

Classroom instructional process gets its productivity index by adequate supervision program. Besides, supervision is considered as the process of guiding, directing and helping the teacher in the improvement of instruction in schools. This means that, adequate supervision is carried out by trained and professional persons who could be found in the function of directing, guiding and helping the instructor (teacher) to impart knowledge on the child, who becomes a unique member of the community and the nation at large, Anuna (2004). From the above view, administration and

supervision of schools are being married together since the supervisor is recruited based on academic qualifications and other requirements set down by administration. Therefore, adequate administration and supervision are the needed instruments (independent variables) that lay impact on the instructional improvement and development (dependent variable) in this defined research study.

Subsequently, effective administration and supervision of instruction in education, is anchored on the adoption of scientific application of knowledge through which the objectives of supervision can be attained. That is why any effective supervisor deems it necessary to undergo the rigor of embarking on findings and applying the scientific method into supervision efforts in order to proffer solution to the problem of the academic institution and the society at large. It thus means that the job of a supervisor is synonymous with that of a researcher, who is saddled with the task of problem identification and proffering of solution. For Reginald (2002), educational research is aimed at solving educational problems and expanding knowledge in the area. Therefore, it can be assumed that a measurable research skill among supervisors, teachers, and students enhances the achievement of classroom goals.

Okujagu (1989) asserted that, a well-defined problem can be solved through accurate and adequate supervision which involves revisiting or review or redefinition, re-evaluation and collection of information to discover the truth that can lead to the solution of the problem. Based on this fact, a supervisor of instruction in secondary schools is charged to objectively and critically undertake the supervisory activity without being personal, informal and subjective. The supervisor is expected to give greater attention to the “unscheduled mode” of classroom visitation techniques of supervision. Due to the fact that any type of supervision that is not learner-centred is bound to be ineffective. A good supervisor should objectively monitor and improve instructional processes for the benefit of the learner. The adoption of the unscheduled and unannounced pattern of supervision does not mean that the supervisor should be inhumane to the instructors, but to listen and be empathetic for the progress of the system.

School adequate supervision program is a correlate of school administrative structure. Supervision is seen as a cooperative and team-type service. It maintains that, in order to improve and develop instruction in secondary schools, supervisory job should incorporate other personnel like principals and teachers to work as a team in the interest of success of the programmes, Ezeocha (1990). States that supervision should not be seen as a one-man business. It also implies that, in carrying out supervision of instructional activities in secondary schools, it is expected on the part of the supervisor to stimulate and motivate teaching and learning activities. This is also done by making the instructor or teacher to be aware of adequate techniques for teaching a particular subject in schools. On this note, a supervisor who wants to excel should not see himself as a punitive officer but a professional with the ideas of imparting knowledge through cooperation and interaction.

In order to buttress the above claim, supervision as an administrative function of improving instruction in schools should be whole-heartedly embraced by school heads; secondary schools’ principals, the teachers in their classrooms; objectively directing them in the areas they are not firm. The principal or head of the school can do this effectively if he does not see himself as an “alpha and omega” before his teachers who are expected to take correction from him (principal). All these are geared towards improving and developing school instruction for the growth of the students, Jekayinfa (2005).

School administrative structure has a direct bearing on state educational policies. It should be stated here also, that effective use of instructional materials by teachers for proper motivation of students is as a result of orderly supervision and administration. Most unresourceful teachers are made to be resourceful through supervision undertaken by the within-school supervisors. Varied scholars of psychology and other professionals in education have posited that, students learn when instructional materials are provided; that the teacher motivates his students in a particular lesson if instructional materials are available. Alternatively, in the absence of school-provided instructional materials, the teacher is advised to carry his students along in the classroom setting. In most cases, a supervisor would question the teachers where teaching or instruction does not include instructional materials to support or explain the subject matter categorically. Thus, administrative structure and supervision have positively enhanced school instructional processes, Rivers State UBE Board (2007).

Adequate supervision has a significant difference on defining and solving solutions in classroom. The impact of adequate administration and supervision is indicated where planning for instruction in schools become an important task of the teacher, while it is part of the functions of supervisors to see that the teacher's lesson note is intact. The necessity here is that, a lesson plan is a detailed plan of instruction, which specifies the subject matter and learning experiences that will be presented to a specified group of learners (students) within a given period of lesson, and no teacher can effectively administer instruction in isolation of a lesson plan. In a nutshell, this habit is imparted on a teacher who does not consider lesson plan a necessity for adequate supervision in secondary schools. In drawing this plan, the teacher is advised to liaise with instructional resource centres and libraries where alternative information can be acquired for adequate instruction in the classroom. Books alone cannot meet the purpose but other instructional media, according to Davis (1999). Instructional resource centre is a learning centre where full range of point and non-point materials, necessary equipment and services are made available to users. According to her, in modern time, it could be called a modern library, because books and non-books (audio-visual resources) are found and used.

Iwundu (1995) observed that students most of the time expect feed-back results of performance in the class as this would serve as an energizer. By so doing, adequate instruction learning process is expected from the teacher and the school alike. This is because a learner improves more on the area he or she ever did well, thereby requiring an improved instructional method by the teacher and the school system. This is a psychological factor that needs adequate attention for the learner's motivation. Note, in order to determine a good teaching-learning process, feed-back communication is embraced by the instructor. It should also be acknowledged that psychological defeat to a learner is like depriving him from his educational right. From the above, a good instructor in secondary schools should have the knowledge of psychology. Also, psychology has made us to understand that feed-back communication can help students who are not able to work on a level as advanced as other learners do in the classroom.

In another development, the improvement and development of instruction in secondary schools which serve as the "dependent variable" in this work cannot be relegated to the background. This is as a result of adequate administration and supervision carried out within and between schools. Improvement and development of instruction are determined by the performance of the learner. A good performing student proves that effective teaching methods are adopted in classroom situation. A student who does exceptionally well in secondary school is being motivated by the manner at which the teacher carries him or her along, through appropriate teaching methods. According to Unachukwu (1990), a Geography student can perform better if the field trip method of instruction is applied by the teacher.

The classroom instructional processes are significantly influenced by school administrative structures and adequate supervision program. The effect of administration and supervision on classroom management cannot be overstressed. Classroom management is another aspect of implementing educational policies. The classroom as a program of the school system is managed by the teacher to suite his mode of executing instruction; to monitor performance through acquaintance with the seats and sitting of students in the classroom. Checkland (1985) said, classroom management, therefore, means the process of teacher decision-making in the face of educational problems in the classroom. Also, in the management of classroom, the principal of the school as supervisor makes important inputs for teaching and learning to strive on. No proper instruction can take place in an atmosphere of disorder; therefore, requiring an experienced teacher to also have the quality of management. Most classroom policies are strictly enforced to maintain a proper classroom management for learning, Dr. Okendu (2009).

Without gainsaying, instructional improvement in secondary schools is also measured by the level of transfer of learning. As essentially put by Oladele (1998), transfer of learning is the ability of the learner to use the knowledge acquired in solving specific problem as may be demanded by the society. This idea is adequate owing to the fact that, a child who is taught with improved instructional materials in mathematics is said to positively use the knowledge to solve problems in chemistry, physics, and other related subjects in mathematics, and science; Also the learning of English language has shown that the learner would perform better in literature, religion, history and literary related

subjects. It means therefore, that the improvement and development of instruction in secondary schools lead to positive transfer of learning. Notably, the engineers we have today are the products of mathematics.

The effect of adequate administration and supervision on instruction in secondary schools cannot be associated only with the learner but the teacher. The improvement and development of instruction show instructor as classroom evaluator who does self-evaluation. In doing this, he stands the ground of helping himself. According to Asuru (1999), self-evaluation is a situation in which the teacher evaluates himself in order to be aware of his effectiveness in delivering the lesson to meet the set objectives contained in the teaching subject. A teacher who is not sure of himself or boldness for effective discharge of teaching-learning activities is bound to fail. This is a psychological premise that advocates that effective learning will cease to take place in an atmosphere of fear, distrust threat, anxiety, tension etc., on the part of the teacher.

### **STATEMENT OF PROBLEM**

This research study is assembled to determine whether secondary school administrative organ and adequate supervision have any significant impact in the improvement of classroom instructional process.

### **PURPOSE OF THE STUDY**

The purpose of this research study is hinged on the proposed understanding that secondary school administrative structures and adequate supervision could be used to develop classroom teaching modalities which could enhance the advancement of classroom instructional processes.

### **RESEARCH QUESTIONS**

- a) Does the administrative dimension of secondary schools make any difference in classroom instructional program?
- b) Does adequate supervision have any supportive influence in classroom instructional processes?
- c) Does school administrative dimension have any relationship with adequate supervision?
- d) Does adequate supervision make any difference in defining and solving solutions in classroom?

### **NULL HYPOTHESIS**

#### **H<sub>0</sub><sub>1</sub>**

Secondary school administrative organ and adequate supervision have no significant difference on classroom instructional processes.

#### **H<sub>0</sub><sub>2</sub>**

Secondary school administrative structure and supervision do not have any measurable significant difference on the state education policies.

### **RESEARCH METHODOLOGY**

This research study is a descriptive research survey with three variables design matrix framed up with two independent variables; school administrative structure, and adequate supervision, buttressed by a common dependent variable; improvement of instructional processes.

The total population for this research study is made up of nine hundred and forty-five (945) secondary school teachers in Port Harcourt local government area, Rivers state, Nigeria. This very population was chosen as a matter of the investigator's research interest.

The research sample size of this study is five hundred and seventy (570) teachers from the selected population. The stratified random sampling technique was used to select the population sample.

The research instrument used in this study is a structured questionnaire designed and developed by the investigator of this research study. The instrument was given to experts in this field of study for proper screening and evaluation. The content and face validity were reaffirmed by this peer instrument review exercise. The instrument was piloted with 50 members of the research population and the data generated was treated with Pearson Product Moment Correlational Statistics. The calculated instrument reliability index anchored at 0.77 which was considered good enough for this research study.

The research instrument was finally administered to five hundred and seventy (570) secondary school teachers in Port Harcourt Local Government Area. This exercise lasted for about five weeks. The completed questionnaires were collected, collated, and decoded into numerical data. The subsequent data was treated with statistical independent t-test of pooled and nonpooled variances and Pearson Product Moment Correlational Statistics (Pearson  $r$ ). The SPSS statistical software was used to expedite the data analysis and computer simulations.

### Data Presentation, Analysis and Structure of Findings

Table 1. Administrative Dimension of Secondary Schools and its Influence on Classroom Instructional Program

$N$	$df$	$Alpha$ ( $\alpha$ )	$Level$	$\bar{X}_1$	$\bar{X}_2$	$S_1^2$	$S_2^2$	$T - cal$	$t - crit$	$Decision$
570	568	.05		2.36	2.21	0.89	0.88	3.75	1.960	Significant

\*  $\rho < .05$  Significant

In responding to research question one, the calculated t-value is greater than the critical t-value at .05 alpha level and df, 568.  $3.75 > 1.960 =$  significant at .05 alpha level. To answer the question posed in research question one, the calculated t-value reaffirmed the fact that administrative structure of secondary schools make a significant difference in classroom instructional program.

Table 2. Adequate Supervision and its Influence on Classroom Instruction Process

$N$	$df$	$Alpha$ ( $\alpha$ )	$Level$	$\bar{X}_1$	$\bar{X}_2$	$S_1^2$	$S_2^2$	$T - cal$	$t - crit$	$Decision$
570	568	.05		2.35	2.12	0.86	0.76	5.75	1.960	Significant

\*  $\rho < .05$  Significant

In responding to research question two, the calculated t-value is greater than the critical t-value at .05 alpha level, df, 568.  $5.75 > 1.960 =$  significant at .05 alpha level. To answer the question posed in research question two, the calculated t-value reaffirmed the fact that adequate supervision have a supportive influence on classroom instructional processes.

Table 3. Correlation Coefficient of School Administrative Dimension and Adequate Supervision

$N$	$df$	$Alpha$ $Level$ ( $\alpha$ )	$r - cal$	$r - crit$	$Decision$
570	568	.05	.032	.1946	Significant.

\*  $\rho < .05$  Significant

In responding to research question three, the calculated  $r$  value at .05 alpha level with df, 568, is greater than the critical  $r$  value, i.e.,  $.32 > .1946 =$  significant at .05 alpha level. To answer the question posed in research question three, the calculated correlational value reaffirmed the fact that the extent of correlation between school administrative dimension and adequate supervision is high (.32). Therefore, the result confirmed the fact that school administrative dimension have a significant relationship with adequate supervision.

Table 4. Adequate Supervision and its Influence on Defining and Solving Solution in Classroom

<i>N</i>	<i>df</i>	<i>Alpha Level (α)</i>	$\bar{X}_1$	$\bar{X}_2$	$S_1^2$	$S_2^2$	<i>T - cal</i>	<i>t-crit</i>	<i>Decision</i>
570	568	.05	2.40	2.30	0.94	0.94	1.67	1.960	Nonsignificant

\*  $\rho > .05$  Nonsignificant

In responding to research question four, the calculated *t*-value is less than the critical *t*-value at .05 alpha level and *df*, 568.  $1.67 < 1.960 =$  nonsignificant at .05 alpha level. To answer the question posed in research question four, the calculated *t*-value reaffirmed that adequate supervision have no significant difference in defining and solving solutions in classroom.

### Null Hypothesis

#### H0<sub>1</sub>

Secondary school administrative organ and adequate supervision have no significant difference on classroom instructional processes.

Table 6. Independent Statistical T-test Result

<i>N</i>	<i>df</i>	<i>Alpha Level (α)</i>	<i>Level</i>	$\bar{X}_1$	$\bar{X}_2$	$S_1^2$	$S_2^2$	<i>t - cal</i>	<i>t-crit</i>	<i>Decision</i>
570	568	.05		2.82	2.46	0.79	0.61	12.00	1.960	Sig. Reject the null hypothesis

\*  $\rho < .05$  Significant

The result of the independent t-test analysis (nonpooled variance) is significant at .05 alpha level ( $\rho < .05$ ). The critical value for *t* required for the rejection of the null hypothesis at .05 level of significance and *df*, 568 is 1.960, and the calculated *t*-value = 12.00. But,  $12.00 > 1.960 =$  significant at .05 alpha level, therefore, reject the null hypothesis. Thus, secondary school administrative structure and adequate supervision have a significant difference on classroom instructional processes.

#### H0<sub>2</sub>

Secondary school administrative structure and supervision do not have any measurable significant difference on the state education policies.

Table 7. Measurable significant difference of Secondary school administrative structure and supervision on the state education policies

<i>N</i>	<i>df</i>	<i>Alpha Level (α)</i>	$\bar{X}_1$	$\bar{X}_2$	$S_1^2$	$S_2^2$	<i>T - cal</i>	<i>t-crit</i>	<i>Decision</i>
570	568	.05	2.50	2.30	0.88	0.79	.05	1.960	Significant

\*  $\rho > .05$  nonsignificant

In responding to the imperative of null hypothesis II (H0<sub>2</sub>;) it was observed that the calculated *t*-value is less than the critical *t*-value at .05 alpha level and *df*, 568.  $.05 < 1.960 =$  nonsignificant at .05 alpha level. Thus, secondary school administrative structure and adequate supervision have a significant difference on state education policies.

### DISCUSSION OF RESEARCH FINDINGS

The final result of this research study reaffirmed the facts that in every academic program planning session proper attention should be given to school administrative structure, school supervision and instructional process. The authorities cited in this study were not contrary to the results of these research study.

Structuring an academic program for secondary schools without the inclusion of administrative structure, and supervision may result into a weak and ineffective classroom instructional program.

Nevertheless, the result of administrative structure and adequate supervision on state educational policies was not consistent with the focus of the River State 2007 UBE Workshop on teachers pedagogical skill training.

### **CONCLUSION**

The administrative structures of secondary schools have a significant influence in classroom instructional program.

Adequate supervision have a supportive influence on classroom instructional processes. Secondary school administrative structure has a significant relationship with adequate supervision.

Adequate supervision has no significant difference on problem solving solutions in classrooms.

Secondary school administrative structure and adequate supervision have a significant influence on classroom instructional processes, and on state school policies.

### **RECOMMENDATIONS**

Based on the findings of findings of the research study the following recommendations are proffered.

- a) Secondary school education in River State Nigeria should put in more priorities into strengthening the administrative structures of secondary school in order to advancement that arm of school administration that has strong footings with classroom instructional processes.
- b) The authorities' incharge of classroom instructional supervision should initiate workable modalities sensitive enough to generate the framework for the advancement of instructional processes.
- c) The restructuring of school administrative structure by the authorities in education services (public and private) should be sensitive enough to harmonize with the dictates of the state education polices in reference to school instructional processes.
- d) The authorities responsible for the delivering of secondary school education should organize workshops effective enough to enhance teacher professional creativity in instructional processes.

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