THE INFLUENCE OF INSTRUCTIONAL PROCESS AND SUPERVISION ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS OF RIVERS STATE, NIGERIA

John Nyem Okendu
Department of Educational Management and Planning,
Rivers State University of Science and Technology,
Port Harcourt, Rivers State,
NIGERIA.
ibmwventures2001@yahoo.com

ABSTRACT

This research study is designed to determine whether instructional processes and supervision have any measurable bearing on the academic performance of secondary school students in Degema (Delga) local government area, Rivers State, Nigeria. Four research questions and three null hypotheses were posed to guide the study to a logical conclusion. A structured research questionnaire was administered on a sample size of seventy-seven (77) secondary school teachers in Degema local government area. Data generated from the research questions and null hypotheses were treated with statistical independent t-test of pooled and non-pooled variances and Pearson Product Moment Correlational Statistics (Pearson r). The results of the data analysis indicated that regular instructional supervision has a significant bearing on students' performance, instructional supervision has a significant relationship with instructional processes, instructional problems has a significant relationship with instructional supervision, and teachers classroom instructional processes has a significant difference on the academic performance of secondary school students while institutional administration has no significant bearing on teachers classroom supervision, instructional supervision has no significant relationship with educational planning and academic program planning of secondary schools in Delga. Recommendations were proffered based on the findings to improve instructional processes and instructional supervision and enhance the academic performance of students in secondary schools in Degema local government area, Rivers State, Nigeria.

Keywords: Education, academic and student performance.

INTRODUCTION

Degema Local Government is one of the Local Government Areas constituting the entire 23 Local Government Area in Rivers State, Nigeria. The Secondary schools in this Local Government Area have not been performing well in the last three years in West African school certificate and the Neco Exams. The poor performance of students has been attributed to many ailing problems in the secondary schools located in Degema Local Government Area. The observed problems range from lack of required basic infrastructures to classroom instructional services, support services and instructional supervisions The Communities in Rivers State, stakeholders, and the government are very concerned to identify these problems in order to provide modalities to deter the widespread of poor academic performance among secondary school students in Rivers State, Nigeria.

Nevertheless, research efforts made to gather information regarding the captioned title of this research study revealed some relevant research information on secondary school administration, instructional processes, instructional supervision, in reference to academic performance of secondary school students.

Administration and supervision of learning is as old as educational system. Anuna (2004) defined school educational administration as a process primarily concerned with creating, maintaining and coordinating the resources and energy within an educational institution for the purpose of achieving predetermined goals. Also educational administration is the management of available resources for the achievement of educational objectives. Supervision of instruction is an integral part of educational

administration and also a tool utilized by the educational administration to achieve the goal and objectives of educational system.

According to Nwaogu (1980), educational administration is the process through which available manpower, fund and instructional materials are harnessed for the attainment of educational goals. The administrator fulfils such demands by implementing policies linked to organizing, allocating harnessing human and material resources within the school system in order to achieve the stated objectives. The fundamental goal of managing the educational system effectively is to make the students relevant to the country and conform to the values and norms of the society.

Instructional administration is the process by which the principles, methods and practices are used in secondary school setting in establishing, maintaining, and developing such institutions in the realization of the goals of that organization. When the plan is drawn, it is the responsibility of an educational administrator to organize resources, utilize resources and synchronize people's actions to actualize such educational plans. Supervision is the most versatile technique available for all educational administrators to provide leadership to teachers for the improvement of instruction.

The National Policy on Education (2004) emphasizes the need to ensure quality control through regular inspection and continuous supervision of instruction and other educational services. In this respect, supervision was observed as a program for enhancing classroom work through direct visitation and observation. Also, supervision of instruction is regarded as the process of enhancing professional growth of teachers, the curriculum and improving the techniques of teaching in classrooms through democratic interactions between the teacher and the supervisor.

Consequently in Nigeria, supervision of instruction has evolved from what it was during the colonial era, when tasks were entrusted to the agents of voluntary agencies and some colonial personnel like the director of schools. In this respect, Taiwo (1980) sees supervision as techniques or means of enhancing classroom work through direct visitation and observation. For instance, clinical supervision normally consists of group of teachers, supervisors, including subject specialists supervisors working together to achieve set goals. It is based on mutual trust and harmonious interaction between teachers and supervisors. The goal of clinical supervision is to enhance the individual classroom teacher's performance. Normally, it takes place in the classroom through observation.

In contemporary Nigeria, supervision of instruction is regarded as the process of enhancing professional growth of the teachers, the curriculum and improving the teaching of teaching in the classroom through democratic interaction between the teacher and the supervisor. Ukeje (1992) is of the opinion that in education, the supervisor is expected to perform amongst others, two functions: they are curriculum improvement and improvement of instruction. The other ones are staff personnel development, students' personnel development, school business management and school plant maintenance.

Afianmagbon (2004) in his explanations reaffirmed that the word supervision was derived from the Latin Word, supervidee meaning oversee. He further expressed that apart from overseeing the work duties of subordinate, the term supervision mostly connotes the act of guiding, helping, coordinating, and directing teachers and other instructional staff, so that school programs are improved. Supervision is essential in the school system in order to effectively accomplish the purpose, goals, and objectives of educational programs-in question. Therefore, the effectiveness and success of educational system hinge on effective supervision.

Instructional process and supervision help a lot in improving academic performance of students. This is because supervision of instruction aims at enhancing teaching and learning through proper guidance and planning, and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved. Supervision helps teachers become acquainted with sources of assistance in solving their instructional problems (Afianmagbon, 2004). Supervision enhances teachers understanding of instructional process and assists them in the use of professional literatures, journals, free and inexpensive teaching materials, audio-visual aid and instructional equipment's.

www.journals.savap.org.pk
333

Ukeje (1992) is of the opinion that supervision of instruction helps to improve learning. According to him, instruction refers to the interaction between persons, materials, ideas, performances and objects of the contrived curriculum environment. It is the interaction of activities between the teacher and the leaner as part of the school environment. Through interaction the supervisor gets to know the instructional problems faced by the teachers. Once a problem has been identified by the teacher and then discussed with the supervisor, a solution will be recommended by the supervisor.

Instructional process and supervision constitute the leverage point for instructional improvement, teacher's competence and efficiency of the educational system. It is all the conscious efforts of designated officials to co-ordinate and directs the activities in an educational system with a view to improving teaching and learning. This is why Ebiringha (1987) stated that administration and supervision of learning help and encourage teachers to keep pace with changes and innovations in a dynamic environment. Through them, in-service educational programmes which stimulate continuous growth in teachers' abilities are introduced. Instructional supervision helps in academic performance of students in the sense that, in supervision of instruction, supervisors through time organize seminars, workshops, conference, short term course, long term course for teachers to update their knowledge. Ukeje (1979) stressed that on the job training and assessment in form of assessing lesson plans, assessing teachers' method of teaching, assessing teachers' ability in classroom management and evaluation processes are provided for teachers by supervisors. If teachers are updated in these ways, students' academic performance will improve.

Educational supervision helps to alert the teacher more in classroom management. According to Amaewhule (2005), the way a teacher manages his class is often seen as an index of his teaching effectiveness. Learning is an activity which takes place in an atmosphere free from disturbances and distractions. A teacher cannot therefore be said to be facilitating learning when conducting his class in a disorderly environment like when students are sleeping in the class, when students are inattentive or engaging in disruptive activity while lesson is on. A good teacher should watch these behaviours and put them to control and supervision helps to intimate teachers in this way.

Students' academic performance depends a great deal on the instructional materials used. This is because instructional materials help to make instructions practical and real thereby facilitating the understanding of the instruction. Most instructional materials require finance so educational administrators during educational budgeting make provision for instructional materials (Annuma 2004). But sometimes the money made available is not sufficient. Most schools do not have facilities such as laboratories, libraries and relevant books. Teachers and supervisors identify and see that these problems are solved.

Conductive environment contributes a lot to academic performance of students and as a result instructional processes and supervision strive actively in conducive environment. Ezeocha (1990) states that classroom visitation is one of the essential duties of educational supervisor and in these visits, the supervisors finds out how conducive the place of learning are and plans will be made on how to improve learning environment to achieve the desired goals. Supervision and instructional process are mutually at work to improve the academic performance of students because without supervision, educational administrators will fail in their task of maintaining standard and qualitative education.

Instructional and supervision processes must link up with institutional academic programs plans. To achieve the objectives of education, supervisors should involve academic programs plans. To achieve this, certain principles need to be strictly adhered to. According to Okendu (2006), such principles include participatory planning; this principle demands that the educational planning process must involve adequate participation of all the interest groups whose interests are to be affected by planned educational programs. And this includes students, teachers, school-heads, parents, employers of labour etc. There is also the principle of integration, specialization and administrative harmonization.

Ebiringha (1987) seeing how important supervision is in academic performance of students enumerated the following as the functions of a supervisor: seeing teachers' lesson notes, checking their instructional materials, watching teachers do the actual teaching, evaluating the ability of teachers, identifying instructional problems, introducing changes, helping teachers realize their

potentials to improve instructions, and ensuring that teachers keep accurate and up-to-date records, mandating teachers to provide students with feedback on their performances.

STATEMENT OF THE PROBLEM

This research study is tailored to investigate whether classroom instructional process and supervisory intervention have any measurable significant bearing on secondary school students performance in Rivers state, Nigeria.

PURPOSE OF THE STUDY

The purpose of this research study is to synthesize new administrative imitative for controlling quality performance of student output in secondary schools located in Rivers State of Nigeria. The key variables for the realization of this goal are instructional process, supervision and student performance. Study is conducted to answer the following questions:

1. Does institutional administration have a direct bearing on teacher's classroom supervision?
2. Does regular instructional supervision have a direct impact on student performance?
3. Does instructional supervision have any relationship with excellent instructional processes?
4. Does instructional supervision relate easily with educational planning?

HYPOTHESIS

$H0_1$: Teacher's classroom instructional process and supervision have no significant difference on the academic performance of secondary school students.

$H0_2$: Instructional supervision has no measurable significant difference on academic program planning.

$H0_3$: Instructional processes have no significant relationship with supervision programs.

RESEARCH METHODOLOGY

This research study is a descriptive research survey, framed up with two independent variables; instructional process and supervision, buttressed by a common dependent variable; academic performance of secondary schools students.

The total population for this research study is made up of eighty-three (83) secondary school teachers from Degema Local Government Area (Delga), 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 seventy-seven (77) teachers from the selected population. The research sample size of this study was based on total number of questionnaire returned.

The research instrument used in this research 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 40 members of the research population and the data generated was treated with Pearson Product Moment Correlational Statistics. The calculated instrument reliability index anchored at 0.76 which was considered good enough for this research study.

The research instrument was finally administered to seventy-seven (77) secondary school teachers. This exercise lasted for three 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 non-pooled 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 AND ANALYSIS

Table 1: Institutional Administration and its Influence on Classroom Supervision

N	df	Alpha Level (α)	$\overline{X}_1$	$\overline{X}_2$	S_1^2	S_2^2	t – cal	t-crit	Decision
77	75	.05	2.36	2.14	0.96	0.94	1.20	1.990	Non-significant

* ρ < .05 Non-significant

In responding to research question one, the calculated t-value is less than the critical t-value at .05 alpha levels, df, 75. i.e. 1.20<1.990 = non-significant at .05 alpha level. To answer the question posed in research question one, the calculated t-value reaffirmed the fact that institutional administration have no bearing on teachers classroom supervision.

Table 2: Regular Instructional Supervision and its Influence on Student Performance

N	df	Alpha Level (α)	$\overline{X}_1$	$\overline{X}_2$	S_1^2	S_2^2	T – cal	t-crit	Decision
77	75	.05	2.55	2.23	0.99	0.89	2.91	1.990	Significant

* ρ < .05 Significant

In responding to research question two, the calculated *t*-value is greater than the critical *t-value at .05* alpha levels, df, 77. i.e., 2.91>1.990 = significant at .05 alpha level. To answer the question posed in research question two, the calculated t-value reaffirmed the fact that regular instructional supervision has a measurable significant bearing on student performance.

Table 3: Correlation Coefficient of Instructional Supervision and Excellent Instructional Processes

N	df	Alpha Level (α)	*r*– cal	*r*-crit	Decision
77	75	.05	0.14	.2172	Non-significant

* ρ > .05 Non-significant

In responding to research question four, the calculated *r* value (.14) at .05 alpha level with df, 75, is less than the critical *r value,* i.e., .14<.2172= non-significant at .05 alpha level. To answer the question posed in research question four, the calculated correlational value reaffirmed the fact that the extent of correlation between instructional supervision and educational planning is low (.14). Therefore, the result confirmed the fact that instructional supervision has no significant has no significant with educational planning.

Ho_1: Teachers classroom instructional process and supervision have no significant difference on the academic performance of secondary school students.

Table 4: Hypothesis Testing

N	df	Alpha Level (α)	$\overline{X}_1$	$\overline{X}_2$	S_1^2	S_2^2	t – cal	t-crit		Decision
77	75	.05	2.86	2.51	0.73	0.51	3.89	1.990	Sig	Reject the null hypothesis

* ρ < .05 Significant

The result of the independent t-test analysis (non-pooled variance) is significant (p<.05). The critical value for t required for the rejection of the null hypothesis is 1.990, and the calculated t-value =3.89. But, 3.89 >1.990 = significant at .05 alpha level. Therefore, reject the null hypothesis. Thus, teacher's classroom instructional process and supervision have a significant difference on the academic performance of secondary school students in Delga local government area.

Ho_2: Teachers classroom instructional process and supervision have no significant difference on the academic performance of secondary school students.

Table 5: Hypothesis Testing

N	df	Alpha Level (α)	$\overline{X}_1$	$\overline{X}_2$	S_1^2	S_2^2	t – cal	t-crit		Decision
77	75	.05	2.62	2.42	0.66	0.59	1.77	1.990	Non-sig	Failed to reject the null hypothesis

* ρ > .05 Significant

The result of the independent t-test analysis (non-pooled variance) is non-significant (p>.05). The critical value for t required for the rejection of the null hypothesis is 1.990, and the calculated t-value=1.77. But, 1.77< 1.990 = non-significant at .05 alpha level, therefore, failed to reject the null hypothesis. Thus, instructional supervision has no measurable significant difference on academic planning of secondary schools in Delga local government area.

$H0_3$: Correlation Coefficient between Harsh Rules and Regulations and the Mismanagement of Secondary schools.

Table 6: Hypothesis Testing

N	df	Alpha Level (α)	r-cal	r-crit	Decision
77	75	.05	0.59	.2172	Significant.

* $\rho < .05$ Significant

In responding to research question five, the calculated r value (.59) is greater than the critical r value. .59 >.2172= significant at .05 alpha level. To answer the question posed in research question five, the calculated correlational value reaffirmed the fact that the extent of correlation between instructional problems and supervision is high (.59). Therefore, the result confirmed the fact that instructional problems are significantly related with supervision.

FINDINGS AND DISCUSSION

The research finding, of this empirical study yielded two types of results. Some of the findings were in harmony with the current theoretical state of the art in the academic industry while some were at variance with the conventional status quo.

On institutional administration and its bearing on classroom supervision the result was nonsignificant indicating that institutional administration has a direct bearing on teacher's classroom supervision. Test on regular instructional supervision and its bearing on student's performance was significant. This result was in support of Nigeria National policy on education (2004). The test on instructional supervisions, a correlate of excellent instructional process was significantly in favour of the theoretical position of Afianmagbon (2004). The test on instructional supervision, a correlate of educational planning was also significantly in harmony with the theoretical ground of Ezeocha (1990).

Research findings from the null-hypotheses and analysis reaffirmed a mixed result. Statistical test run on teachers' classroom instructional process and supervision in reference to students academic performance was significant. This result was in favor Ebiringha (1987) findings which indicated that teachers' instructional process and supervision make a significant difference in secondary school student performance. Whereas the test on instructional supervision and academic program planning was in favour of the null hypotheses (P <. 05) This very result is in conflict with Okendu (2006) theoretical explanations of instructional supervision and academic program planning. On Instructional problem, a correlate of supervision, the test result was not in favour of the null hypothesis and this significant result is in harmony with Anuna (2001) who proclaimed that instructional processes and relevant instructional materials facilitate the understanding of instructions.

CONCLUSION

The results of the data analysis indicated that regular instructional supervision has a significant bearing on students' performance, instructional supervision has a significant relationship with instructional processes, instructional problems has a significant relationship with instructional supervision, and teachers classroom instructional processes has a significant difference on the academic performance of secondary school students while institutional administration has no significant bearing on teachers classroom supervision, instructional supervision has no significant relationship with educational planning and academic program planning of secondary schools in Degema Local Government Area of Rivers State.

RECOMMENDATION

The authorities in charge of supervision of secondary schools in Rivers State should put more emphasis and priorities to school instructional supervisions programs both in public private schools.

The inspectorate unit of the ministry of education should be properly staffed with qualified instructional supervision professionals. And such professional should be radical enough to enunciate changes within the current supervision dynamics and imperatives required to meet up with school instructional challenges in Rivers State academic environment.

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