Perceive Impact of Supervision on Classroom Management of Public Senior Secondary Schools in Port Harcourt Metropolis, Rivers State

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ABSTRACT
The study investigated perceived impact of supervision on classroom management of public senior secondary schools in Port Harcourt metropolis Rivers State. The research aimed at examining the extent to which supervisors’ role has enhanced teachers’ enforcement of classroom discipline, time management, instructional delivery and provide conducive learning environment for students in public senior secondary schools in Port Harcourt metropolis of Rivers State. The study adopted the descriptive survey design. Simple random sampling techniques was used to draw a sample size of 175 and 242 teachers and 346 and 361 students from Port Harcourt City and Obio/Akpo Local Government Area respectively. There were no sample and sampling techniques as the entire population of supervisors were studied. The instrument used for data collection was the rating scale. Four research questions were posed and four hypotheses were tested. Data were analyzed using weighted mean, standard deviation and hypotheses were tested using Analysis of Variance (ANOVA) statistic at 0.05 level of significance. Findings revealed that instructional supervision has enhanced teachers’ enforcement of classroom discipline in public senior secondary schools in Port Harcourt metropolis to a moderate extent. The study also reveals that instructional supervision has enhanced teachers’ time management while delivering instruction in public senior secondary schools in Port Harcourt metropolis to a moderate extent. The perceived impact of supervision in providing conducive learning environment for students in public senior secondary schools in Port Harcourt metropolis is to a low extent. The study concluded that effect of supervision on classroom management of public senior secondary schools in Port Harcourt metropolis Rivers State is to a moderate extent. The study therefore recommends that, school supervisors should focus on instructional supervision with emphasis on classroom discipline and management practices by teachers.

Keywords: classroom management, time management, teachers, instructional delivery

INTRODUCTION
The major goal of most nations of the world has been the achievement of educational excellence. This is so, because education has been adjudged the key with which any nation could permanently close the door of poverty and ignorance, and simultaneously open the door of prosperity in terms of economic buoyancy, social advancement and civilization. Since education is accepted to be an instrument of change alongside the element of growth, teachers are the operators of the instrument while the students could be regarded as the raw materials on which the changes would be manifested over a period of time (Davies, 2018). However, both the teacher and students’ input are quite important and relevant to the school system, for they are the principal actors on stage. In the process of teaching and learning, some extraneous variables
sometimes interfere with the plans and patterns of operation within the school, the teachers' personality, his attitude to work, motivation, discipline, student background and environment which would individually or collectively have either positive or negative effects on the school system and its end results.

Effective classroom management is an essential part of the educational process. Both teachers and students either suffer or profit from the relative effectiveness of classroom management. Effective classroom management enhances teaching and learning, while its absence hampers the educational process (William, 2017). Classrooms that have clearly defined rules, and are consistent in their enforcement, have few discipline problems. The classroom models society. What happens within it should accurately reflect what places in the real world. Students must learn that there are certain rules to follow and ways to behave. The rules serve to help students understand what is and what will be expected of them. Students who learn this important lesson tend to function well in the classroom and in society. Conversely, classrooms that lack a system of clearly defined rules can be very confusing, because students cannot know how to conduct themselves. This is especially true of students who lack adequate training and discipline at home.

The influence of supervision on schools cannot be over emphasized; hence Chiagha, (2014) is of the view that most of the schools activities and all the school programmes such as teaching and learning, sports, welfare/health, school facilities, information communication and technology require supervision. The process of supervision is complex and it permeate the whole structure of the school system. There seems to be little or no area of operation within the school where the need for supervision would not arise, although this may be in diverse proportions. Supervision in education is geared towards instructional improvement and better learning outcome of pupils and students in the primary and secondary schools.

Despite all the process involved in the teaching-learning process such as sequential planning’s of the teaching process, organizing the classroom to suit the desired educational purpose, proper and adequate classroom management, teachers intellectual and good oratory skills through evaluation of the teaching activities and lot more. The students’ academic attainment or success is not guaranteed if proper, timely and thorough supervision is not done in the teaching-learning process. To this end, several studies in the past had paid attention to the impact of supervision on students’ academic performance. This study therefore, seeks to examine the perceived impact of supervision on classroom management of public Senior Secondary Schools in Port Harcourt Metropolis Rivers State.

**Statement of the Problem**

Observation and experience suggest that poor supervision practices by supervisors are responsible for the ineffective teaching performance observed recently in public senior secondary schools in Rivers State. Extant research reveal that the achievement of any student may be an indication of the teachers’ effectiveness in teaching which is reinforced by the way the classroom is been managed to limit disruptive students’ behavior. However, Francis (2014) posit that poor students’ performance in public schools is as a result of ineffective supervision of teachers although the state zonal school board and officials of the state ministry of education make routine visit to school with respect to supervision the researcher is the opinion that such exercise has not meant the much needed impact on classroom management and pedagogy which has consequences on students’ academic performance overtime (Davies, 2018).

The purpose of supervision is to support teachers to develop their professional skills and techniques in order to help students learn better and perform well academically. Unfortunately, no study has been concluded to determine how supervision is done and the relationship between supervision and classroom management. To what extent is supervision used to bring about improved classroom management in Rivers State?
Purpose of the Study

The purpose of the study is to determine the perceived impact of supervision on classroom management of public senior secondary schools in Port Harcourt metropolis, Rivers State. Specifically, this study investigated the extent to which: Supervisors’ roles have enhanced teachers’ enforcement of classroom rules and discipline in public senior secondary schools in Port Harcourt metropolis and teachers’ time management skills.

Research Questions

1. To what extent do supervisors’ role enhanced teachers’ enforcement of classroom discipline in public senior secondary schools in Port Harcourt metropolis?
2. To what extent do supervisors’ role enhanced teachers’ time management skills while delivering instruction in public senior secondary schools in Port Harcourt metropolis?

Hypotheses

Ho1: There is no significant difference in the mean rating of supervisors, teachers and students on the perceived impact of supervision on teachers’ enforcement of classroom discipline in public senior secondary schools in Port Harcourt metropolis.

Ho2: There is no significant difference in the mean rating of supervisors, teachers and students on the perceived impact of supervision on teachers’ time management skills in delivering instruction in public senior secondary schools in Port Harcourt metropolis.

Significance of the Study

This study will help the following groups: Teachers, Schools’ management, Education board, the Parents Teachers Associations (PTAs), and other researchers interested in supervision of instruction.

The findings of this study will help teachers to understand and appreciate the importance of supervision of instruction on effective classroom management as regards instruction. It will help them understand that instructional supervisors are there to assist them and not to harass them. It will also make them know that the supervisory process can assist them in bringing about a very conducive teaching and learning environment.

Scope of the Study

The scope of this study covered Port Harcourt City (PHALGA) and Obio/Akpor (OBALGA) Local Government area of Rivers State involving all the public senior secondary schools. The investigation centered on the effect of supervision on classroom management. It involved supervisors, teachers and students of public senior secondary schools in Port Harcourt metropolis in Rivers State. The content scope of this study involved: the effect of supervision in the enforcement of classroom discipline, time management, effective instructional delivery as well as teachers’ ability in providing conducive learning environment for classroom management.

REVIEW OF RELATED LITERATURE

Theoretical Framework

Goleman’s leadership theory: propounded in 1995 by Daniel Goleman. This theory of emotional intelligence attempted to answer the question – What are the elements that characterize a leader? This was more of a behavioural approach to describing leadership than some of the previous work just described. Goleman wanted to determine the behaviours that made people effective leaders. Goleman’s emotional intelligence is sometimes characterized as an emotional quotient or EQ versus that stood in contrast to an intelligent quotient or IQ. He felt that intelligence was just not enough to define a leader but that there was something more that separated leaders from mere intellectuals - their emotional intelligence. Goleman’s leadership theory went on to describe five characteristics or components of emotional intelligence:

i) Self Awareness – which is your ability to understand your strengths and weaknesses.

ii) Social Skills – which is how you relate to others and build rapport.

iii) Self-Regulation – the ability of leaders to think things through before reacting to situations.

iv) Motivation – a strong will or a drive to succeed.
Empathy – the ability to understand another’s point of view. This theory is applicable to supervision, since supervisors are also leaders and according to this theory to be a successful leader there is need to have these emotional quotients which re-affirm the qualities of a good instructional supervisor.

**Lee and Canter Assertive discipline Theory**

This is a relatively modern test theory and presents a landmark in classroom management and control. Assertive discipline is a structured, systematic approach designed to assist educators in running an organized, teacher-in-charge classroom environment. This theory is a common sense, easy-to-learn approach to help teachers become the captains of their classrooms and positively influence their students' behavior (Walker, 2006). The theory on assertive discipline states that rules and behaviour expectation must be clearly stated and enforced. Teachers are never to threaten students, but to promise fair consequences for improper behaviour to allow for effective teaching and learning to take place in the classroom. It involves a high level of teacher control in the class. It is also called the "take-control" approach to teaching, as the teacher controls their classroom in a firm but positive manner. The approach maintains that teachers must establish rules and directions that clearly define the limits of acceptable and unacceptable student behavior, teach these rules and directions, and ask for assistance from parents and/or administrators when support is needed in handling the behavior of students.

The underlying goal of assertive discipline is to allow teachers to engage students in the learning process uninterrupted by students' misbehavior. Part of this approach is developing a clear classroom discipline plan that consists of rules which students must follow at all times, positive recognition that students will receive for following the rules, and consequences that result when students choose not to follow the rules. These consequences should escalate when a student breaks the rules more than once in the same lesson. But (except in unusual circumstances) the slate starts anew the next day.

The theory is based on the following assumptions which include the fact that: Students will misbehave, Students must be forced to comply with rules, Teachers have needs, wants and feelings and the right to teach without interruption by students misbehaving, Punishment will make students avoid breaking rules and positive reinforcement will encourage good behavior. Assertive discipline has evolved since the mid '70s from an authoritarian approach to one that is more democratic and cooperative. The theory is based on the following principles:

- I will not tolerate any student stopping me from teaching.
- I will not tolerate any student preventing another student from learning.
- I will not tolerate any student engaging in any behavior that is not in the student's best interest and the best interest of others.
- Most importantly, whenever a student chooses to behave appropriately, I will immediately recognize and reinforce such behavior.

Finally, assertive teachers are the "boss" in their classroom. They have the skills and confidence necessary to "take charge" in their classroom. In applying this theory in the classroom environment, the teacher is expected to comply with the following rules: dismiss the thought that there is any acceptable reason for misbehavior, decide which rules you wish to implement in your classroom, determine negative consequences for noncompliance, determine positive consequences for appropriate behavior, list the rules on the board along with the positive and negative consequences, have the students write the rules and take them home to be signed by their parents and return an attached message explaining the program and requesting their help and implement the program immediately.

**Concept of Supervision**

Scholars in the field of supervision have presented many definitions for supervision. The view of the goals of supervision and the nature of the relationship between teachers and supervisors imparted these definitions. Supervision is a process of stimulating growth and the means of helping teachers to help themselves. Parthy in Olawole (2009) saw supervision as a task of
improving instruction through regular monitoring and in-service education of teachers. Supervision to Firz (2014) involves providing expert assistance to teachers to help them acquire more skills and competencies for effective teaching. Supervisors are therefore to supervise, guide and direct the instructional activities of teachers in line with the professional conduct. From these definitions above, it can be deduced that the main center of focus of supervision is the classroom teacher who as a curriculum implementer, tries to shape the destiny of class instruction. To this end, it is a service rendered to teachers, focusing on how to help them understand and accept themselves, their abilities patterns of interest, emotional make-up and background preparation and helping them set realistic goals for themselves. Supervision is supposed to bring about improvement in instruction.

Olowoye, Biyi, and Alani (2016) writing on the meaning of supervision said, supervision is the process of bringing about improvement in instruction by working with people who work with pupils. Still on supervision, he continued “the process of supervision is to facilitate learning of pupils”. Adequate supervision therefore is concerned with making adequate provision for all of the conditions which are essential to effective learning through effective teaching. According to him, the chief function of supervision is to improve the learning situation of children, that supervision is a service of activity that exists only to help teachers to do their job better. Supervision is directly and primarily concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers. Good supervision releases energies of people in creative ways to solve individual and common problems. In the context of education, supervision refers to the roles played by an education officer (or supervisor) in being responsible and making sure that teachers do their work effectively. Educational supervision is the process or the act of seeing to it that the policies, principles and methods established for achieving the objectives of education are properly and successfully carried out. This process involves using expert knowledge and experience to oversee, evaluate and cooperatively improve the conditions and methods of doing things connected with the teaching–learning problems in schools. The primary objective of supervision is to enhance the quality of instruction in the schools. The learner is the focus of attention in the process of supervision.

Concept of Instruction

Instruction is the purposeful direction of the learning process. Classroom instruction is a bilateral activity between teaching and studying. Both the teacher and students are active participants in the learning process, each with their respective responsibilities. According to Gagne’ (1977) cited in Adenaike & Adebanjo (2013); instruction means arranging the conditions of learning that are external to the learner. These conditions need to be constructed in a stage-by-stage fashion, taking due account at each stage of the just previously acquired capabilities of the learner, the requirements for retention of these capabilities and the specific situation needed for the next stage of the learning. Instruction is aimed at changing behaviour, so it is useful to think of a unit of instruction as being built around desired behaviour that is the learning outcome. From the above definitions, it is seen that instruction is purposeful in directing learning process. It is a vitally important classroom activity that involves both the teacher (as the instructor) and students (as learners). Therefore, it makes the need to supervise instruction more important and inevitable to achieve educational goals.

Concept of Supervision of Instruction

Having presented concept of supervision and concept of instruction, it is also important to present supervision of instruction as defined by various writers and scholars. Obaji (2006) defined supervision of instruction as the maximum development of the teacher into the most professionally efficient person he or she is capable of becoming. This definition therefore indicates that supervision is all about promoting leadership and teachers’ growth in educational practices. Wagner (2009) said supervision of instruction is a process or an activity by which an individual or a group of individuals by means of advising and stimulating interest in teachers and pupils help to improve teaching and learning situations in educational institutions. It is also the
process of assisting the teacher to improve himself and his instructional abilities so as to enhance effective teaching and learning. So if instruction is not achieved there is something wrong with the supervision. Again it can be seen from this definition that supervision is supposed to help teachers help (improve) themselves. The supervisor ensures that the teacher teaches in such a way that the child understands so that he acquires the abilities, the skills, and attitudes stated in the objectives of instruction. Beach and Reinhartz (2000), defined supervision of instruction as “a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within schools and that promotes the career long development of teachers”. According to Oliva&Pawlas (2011), “supervision of instruction is a means of offering to teachers specialized help in improving instruction”. It is clear that these definitions revolve around helping teachers, facilitating and improving instructions. This obviously indicates that there are two interacting aspects of the instructional supervisory process: the supervisor and the teacher.

**Purpose of School Supervision**

The goal of supervision is that of quality control. That in a school, every teacher uses his optimal capability to achieve the expected level of performance. Supervision helps the new teacher to understand the purposes, responsibilities and relationships of his position and the directions of his efforts. Supervision also gives guidance to members of the school system, so that they can be self-directing and thus function effectively with minimum supervision.

From the above points, it is basic that the purpose of having supervisors in our schools is to control the quality of education received by our children. It lays emphasis on the classroom performance of teachers, especially on the duties assigned to them.

With the huge amount spent on education yearly by the government, the parents would like to have a feedback to the success or failure of the system where they have huge investment. In the school system, the supervisors are representing the interest of the government and from them the government has adequate feedback.

In the school system, the supervisors are quality controllers. In the school, the role of supervisors is that of monitoring officers of the school programme. (Olowoye and Alani, 2000) gave the following reasons for supervising schools. The reasons are: to know the performance of the teachers recruited to teach in the school system; to determine whether a teacher should be transferred, promoted, retained, or dismissed; to improve the incompetent teachers; to discover special abilities or qualities possessed by teachers in the schools; to provide a guide for staff development; to know the effectiveness of classroom management by the teachers; to know the direction of the school (whether science or art oriented) and to assess the “tone” of the school and identify some of its most urgent needs.

Ukeje in Olawole (2009) sees supervision as: the element of the administrative process which is concerned with efforts to guide the day to day activities of the work group by stimulating, directing and co-ordinating the workers and their efforts, cultivating good working relationship so that they all work towards a more efficient achievement of the task goal. He stressed that supervision relates to guiding and coordinating the work of teachers and all connected with school work in such a way that students’ learning is facilitated. From the above definition, one can see that there is need for supervision in schools for the improvement of instruction. Supervision assumes that teachers have resources which are untapped and it is the function of the supervisor to help discover these for the ultimate benefit of the pupils when this is done. Nwokafor in Oshunboye and Dele (2001) sees the main task of the supervisor as that of creating conducive atmosphere for the teachers to be able to achieve desired changes in the learners in consonance with the peculiar needs of the environment. Supervision also helps to discover and upgrade areas of weakness of the teachers through organized seminars and workshops as forms of in-service education within the country or in other countries in which such problems have been experienced and solutions found to them. Supervision also helps teachers to identify their
problems, thereby, making work easier. This is because a problem well defined is a problem half solved. Solutions to these problems can be achieved through discussions and interactions. Supervision also helps improve their teaching functions. These include:

a) Audio – visual aids like films, maps, chart records, tapes, radio and television programmes.
b) Library resources like reference books, manuscripts e.t.c.
c) Instructional materials like clay, paints, crayons, paper pulp, flannel boards
d) Excursions and field trips

Supervision also takes care of both personal and professional problems of teachers. The function of supervision of instruction is to improve teachers’ effectiveness so that he can contribute maximally to the attainment of the system goals.

Techniques of Supervision of Instruction
There is a difference between doing a thing and causing it to be done. In addition to doing things, a good supervisor causes things to be done by others. Causing things to be done requires great skills in organization. It also requires confidence in one’s ability to organize. The basis of this confidence is dependent on knowledge because knowledge is power. Therefore the practice concerned with causing things to be done will recognize that there are many techniques of supervision behaviour. There is an array of activities that the skillful supervisor can utilize to bring about desirable effect on teachers’ behaviour for achieving teachers’ classroom performance. These methods are:

- Classroom Visitation/Observation: This involves the systematic live observation of a teacher and analyzing his or her classroom practices and the teaching-learning process. It is a situation where the teacher is working directly with learners and the supervisor is present as a witness to observe systematically classroom events. During observation, the supervisor also looks for planning and preparation, lesson presentation, teachers’ personality and student-teacher interactions or relationship. It serves to inform supervisors not only of the problems teachers are encountering but also the outstanding practices in effect (Adenokun, 2010).

- Teacher Visitation: It involves one teacher visiting and observing another teacher in action in another class within the same school (inter-class visitation) or in another school (inter-school visitation). This is particularly helpful if the inexperienced teacher watches experienced teacher in action, thus, helping him to learn how to organize and manage students in the classroom, and to plan effectively and in the effective utilization of resources.

- Workshop: This activity involves a small group of people that is temporarily formed to discuss a specific topic, or work on a common problem and trying to find solution(s) to a specific problem. Maximum emphasis is always on interaction and an optimum amount of critical analysis of ideas related to the problem or topic at hand is encouraged in a permissive topic-centered, face-to-face situation (Ogunsaju, 2003). The participants could comprise of teachers, supervisor(s), professional educators or resource persons and the theme of the workshop must either center on educational issues or instructional problems. Educational workshop could be organized at local school level or national level. The workshop must be planned so as to map out the venue, the purpose of the seminar, logistics involved based on the anticipated number of participants. There are certain features of educational workshop, they are:
  i. Workshop must be held when all the participants would be available.
  ii. Workshop must be a reflection of obvious educational problem of teachers and other professionals.
  iii. It must have a leader, or a coordinator who presides over the planning of the workshop, controls the workshop, ensures attendance of all participants e.t.c.

- Evaluation is very important in workshops. A workshop without evaluation will not achieve much because, it is through evaluation that the entire values and results of the workshop would crystallize. This evaluation should cover the process of the workshop, the methods of cooperation
and the learning outcomes. Evaluation results will help all the participants informed on gains of the workshop and highlights the need for further workshop.

- Conference: A conference is very important technique which the supervisor uses to guide, help and stimulate the supervisees. Any meeting involving two or more people, one being a supervisor and one a teacher is described as a conference. Thus there are two types of conferences:
  a) Person – to – person conference
  b) Supervisor’s conference with teachers.

- Micro-Teaching: This is very necessary for teaching both pre-service and in-service teachers. It is a teaching situation which is scaled down in terms of time, class size, and teaching complexity to allow the teacher focus on selected teaching strategy. It is designated to develop new skills and refine old ones. Depending on the availability of facilities, the lesson may be or not video recorded. After the lesson, the teacher together with the supervisor (and the pupils) will view the replay of the lesson, evaluate the person and discuss aspects of the lesson. The supervisor suggests ways by which the lesson could be improved.

Counseling Approach: It is based on the premise that since teaching is an expression, there are psychological changes in teaching behaviour. Counseling Approach is also based on the assumption that if one can build a sense of personal security and confidence, positive result is expected in the classroom; also teacher’s self-concept can be improved. Thereby, the strategies and techniques inherent in ego-counseling, psychotherapy, and client-centered therapy are very relevant to this practice. The absence of specialized training in these aspects may be set back though. In this, the supervisor and the teacher meet with each other outside the classroom. Data or information about the teacher is not gathered directly. The supervisor here is concerned about the teacher’s self-awareness.

With the above and some other techniques, one can agree that the supervisor has so many techniques to work with to achieve improved instruction and teacher’s classroom performance.

**Qualities of a Good Instructional Supervisor**

**Traditional Approaches to Supervision**

The traditional supervisory approaches relied on the early approaches to management. It was believed that if management could properly plan, organize and control jobs and organization, then, productivity would increase. This early approach emphasized the technical aspect of the job at the expense of the job’s personal aspects. The aims of supervision were inspection and visitation to find reasons for closing, opening or retaining a school. It was teacher-focused and implementation of the policies, syllabus and plans irrespective of the local conditions or factors operating in the area. School supervision was random and haphazard, they were visiting the school only when there was a report or a petition against the school. Supervision was usually done by one person who supervised the compound, tested the teachers and students, went through all school records and audited the school account. The supervisor endeavoured to make his presence and power felt through threats of discipline, expulsion or closure of school, to strike fear or impose his authority on all school members. Its result was usually in adverse criticism written in secret report compiled and submitted to the ministry of education for action months or years after the supervision. There was no follow-up visit after supervision. Therefore, the noticed faults were left unattended to.

**Modern Approaches to Supervision**

Inherent in modern democratic approach is a new philosophy that the teacher has the power and authority to exercise self-direction through his participation in the determination of goals and in the formulation of methods and procedures for the improvement of instruction (Ajayi, 1995). This eliminates the feeling that the supervisor is a superior being while the supervisee (teacher) suffers inferiority complex. To Udoh, Akpa and Gaug (2001) modern trends in supervision are towards democratic principles where the supervisors is considered as a friend, a helper, ready to assist and support through professional advice and discretion. Under this approach, the needs of teachers are
properly diagnosed with a view to know how best to assist them. The teaching-learning process is thereafter criticized in a constructive manner and suggestions are made accordingly. This modern approach appears rational and has the potential for functionality, especially because it does not neglect the individuality, the group and the dynamics of the system. It also appears creative to all intents and purpose, since primary emphasis is placed on the growth and professional improvement of the teacher.

The aim of modern supervision is to study, analyse and discover ways and means of helping the school to carry out the teaching-learning process effectively and efficiently. Its focus is on the general organization of the school including the school curriculum, methods of teaching students and staff welfare, use of resources and interpersonal relationship. Supervision examines the policies, programmes and plans with the teachers and students to find out how they can be better implemented or modified to suit the individual or local conditions of the school. School supervision is well planned and regular. The supervisor’s authority is derived from his expert advice and encouragement. He endeavors to show understanding consideration and cooperation, even when he wants to make sure that a positive change is effected. In modern supervisory approach, supervision is done by team of experts in different subjects and aspects of the school system including accounts, health, and work schedule. The result of the supervision exercise is discussed with the school members for suggestions, corrections, and ideas. The final report is always copied to the school with further guideline for necessary corrections. There is usually a follow-up visit to check to what extent the agreed upon recommendations are being implemented and what new problems are arising thereof.

**Challenges and Problems of Instructional Supervision in Nigeria**

Though supervision is one of the oldest form of educational leadership, its position is still one of the most controversial to the extent of it being used interchangeably with inspection especially in Nigeria. The implication is that most people still apply the principles of inspection as perceived during the colonial and early part of the post-colonial Nigeria. This has not improved instructional services nor has it led to professional growth of teachers, because it does not encourage collegiality or collegueship.

Another problem of supervision of instruction in schools is the inadequacy of supervisory personnel. Ogbonnaya (2010) said there is insufficient number of supervisors in most states of Nigeria. He maintained that insufficient number of supervisory personnel has militated against effective supervision of instruction in secondary schools as the few available ones are unable to reach out to all the schools as expected within the supervisory period. Thus in some cases, some schools are not visited by instructional supervisors for period of one term or a whole session. This sometimes stems from the fact that few supervisors are assigned to many schools and when it becomes humanly impossible to reach out to all the schools, they only visit few schools around. When this happens, the idea of giving professional assistance and stimulating development in teachers is not achieved.

Another problem is lack of proper training of our supervisors. As identified by Ogbonnaya (2010), both shared the opinion that administrators of education in Nigeria do not consider proper training of supervisory staff to carry out supervisory services. Ogbonnaya maintained that the criteria for appointing supervisors are basically the possession of a first degree in education and some years of teaching experiences. He further said that some supervisors are also appointed simply because “they know some officers at the headquarters” this leads to the placement of “wrong pegs in right holes”. The implication is that those who are not exposed to the supervisory techniques and approaches are made to handle the job and thus haphazard result will be achieved. Another problem militating against effective supervision of instruction in our schools is lack of motivation of the teachers and supervisory staff. It has been observed that poor or lack of motivation has been responsible for the skeletal or poor supervisory services available in our schools. The few available supervisory staff is not adequately motivated as some of them are owed salary arrears for several months. Some of them fail to penetrate into the interior schools as
they claim they are not mobile while there is no provision for their transport allowance to these schools. Sharing this view, William in Okoro (1999) maintains that teachers and principals are allowed to toil year in year out without corresponding remuneration and incentives. Ogbonnaya (1997) maintained that supervisors are not sufficiently motivated in the execution of their functions. With the above views one therefore need not expect these supervisors to perform miracle and hence the poor supervisory services we experience.

Also, poor leadership style, resistance to change and innovation coupled with the supervisee’s negative attitude to supervision all constitute serious problems or constraints to supervision of instruction in schools. Ogbonnaya (2010) hold the belief that most supervisory staff are not exposed to democratic culture and thus adopt the old form of inspection. The claim that some supervisors do not run open-door policy by way of involving their clients in decision making especially when such decision affect them. They also maintained that some supervisors and their clients are resistant to innovations and prefer to preserve the status quo. They maintained that old and experienced teachers tend to resist change and innovation. This thus make supervision very difficult, they tend to stick to the biblical injunction “as it was in the beginning, is now and ever shall it be”.

Another problem against effective supervision of instruction in our school is the social gap that exists between the supervisor and the supervisees. There seems to be an imaginary gap that socially separates the supervisors and their clients. This stems from the fact that some supervisors of instruction see themselves and their positions as sacred and as such distance themselves from their subordinates both in principles and action. In support of this, Umeokafor (2004) maintains that many supervisory personnel do not see the need for them to make themselves available to their clients for assistance because of the above problem.

Finally, the problem of fund and communication has featured prominently. There is gross inadequate financial allocation needed to procure facilities for supervision. This thus lead to the problem of communication as the supervisors find it difficult to even relay any information to the supervisees by way of workshop, seminars, bulletins. Akin to this problem is that of the absence of finance to send supervisors and supervisees for in-service training where knowledge is updated. In summary, it has been observed that a lot of problems combine to compound the problems of supervision of instruction in our schools.

**Ways of Improving Supervision of Instruction**

With the various problems discussed above, it is obvious that instructional supervision in schools have being challenged with series of problems. Here, solutions to those problems will be proffered reviewing authors.

The first solution is the provision of in-service education programme. Azodo in Olawole (2009) said it is a supervisory technique that can effect a lot of changes for better. He said it may take the form of lectures, symposia, conferences, workshops and seminars. He also advocated for programmes or system of organizing teachers into committees where they meet to discuss some special topics and tackle educational problems. He also advocated for classroom visitation, orientation programme for newly recruited staff and those newly posted to the school.

Solution to the problem of inadequate supply of supervisory personnel in schools, Ogbonnaya (2010) said there is need for proper staffing of the supervisory department of the education system. He also said since some teachers are already undergoing post-graduate studies in Educational Administration and Supervision, these administrators and managers should identify such staff for appointment as supervisors in the education ministry. This idea is held by the National Association of School Psychologists who claims that good credential or proper certification of supervisory staff should be enhanced especially in this era of educational revolution.

One other way of improving instructional supervision is that of embracing democratic culture of supervisors in their leadership style. The supervisors should include their subordinates in decision making especially when such decisions affect them. The morale of teacher grows if he has a part
to play in decision making process. Involving subordinates in the supervisory practices boost their morale and make them feel they belong to the system and worthy of contributing to the development and growth of the educational system in the area. Another way is through pragmatic motivation of supervisors, Ogbonnaya (1997) also agree that there is need for effective motivation of supervisors if supervisory services are to be improved. He said both supervisors and their subordinates should be properly motivated to put in their best and enhance fruitful results. Their salaries, allowances, and fringe benefits should be paid promptly. He also suggested that vehicles and attractive packages should be made available to supervisors.

To improve instructional supervision, emphasis should be placed on the proper acquisition of supervisory skills. Ogbonnaya is of the view that those with proper orientation in the area of educational management and supervision should be employed into the supervisory units of our education ministries. He maintained that supervisors do not perform very well because of the enormous responsibilities attached to their positions. He thus suggested that for efficiency and effectiveness of supervision of instruction, supervisors should be made to perform only supervisory services. He maintained that the idea of assigning school administrators the role of supervisors of instruction makes them have little or no time to properly carry out instructional supervision. Umeokafor agreed with Ogbonnaya (2010) on the power of in-service training, workshops, and seminars as being capable of improving supervision of instruction as an up to date and well equipped supervisor stands a better chance of improving teaching and learning in our primary schools.

**Supervision to Improve Teacher Quality**

Jordan (2017) asserts that the most influential determinant to student success is an effective teacher. Effective teachers are constantly engaged in understanding and deepening their pedagogical knowledge and practice with the intended goal of raising student achievement. Teaching is a complex profession that requires continuous support and ongoing deep analysis in order to see substantial change in a student’s learning. Given this complexity, teachers cannot be expected to do this alone. Crane (2002) posits that an individualized approach to teacher development creates a transformative process that provides teachers an opportunity to see their practice and their students achievement shifting. In order for true transformation to exist the relationship between a teacher and their instructional supporters must be collaborative and reflective.

Through a model of clinical supervision many teachers have experienced the greatest shift in their practice and have seen the greatest gains in their students work. Clinical supervision is a process by which a teacher receives individualized support to enhance their instruction in order to improve education for all students. During the 1960s Morris Cogen and colleagues at Harvard University’s MAT program were interested in supporting pre-service teachers through a practice used in the medical field known as clinical supervision. The idea of clinical supervision in education during the 1960s was to create a relationship between a supervisor and teacher that was one-directional. Between the 1960s and early 1990s varying models of clinical supervision were developed and with each iteration, teachers became more and more important to the process.

The Education Partners has been influenced by the research and history of clinical supervision and enters the space with a new model. The Education Partners model for clinical supervision includes a bidirectional process between the teacher and their instructional supporter. Such a model provides the teacher with empowerment and agency to participate in the transformation of their practice. The model consists of three phases typically utilized in a clinical supervision cycle - pre-observation, observation, and post-observation. At each of these phases, The Education Partners believes that the teacher should be centered to lead the conversations and have a more informed hand in navigating the instruction and data conversation with their instructional supporter. TEP’s model for clinical supervision stands apart from other models because of a unique fourth phase - data analyzation - this process allows the teacher to focus on the data they
have collected during a lesson. During the data analyze process, the teacher dives into a deep analysis of the data collected in their classrooms as well as a process of reflection in which they take a critical lens to improving their practice.

Our world renowned team strengthens capabilities and drives rapid, sustainable and systemic change to deliver quality education for all. We partner with education leaders to design and deliver scalable and equitable transformation initiatives to collectively accelerate system success. **Characteristics of a Well-Managed Classroom**

Students, as well as teachers, spend a majority of their time in classrooms and in school. The classroom should, therefore, be a stress-free environment where students and teachers feel comfortable spending so much time. It is essential to have a well-managed classroom to improve classroom efficiency and create an environment conducive to learning. A well-managed classroom is not limited to discipline, unlike the popular belief that discipline is the only vital management skill a teacher must have. There are various characteristics that describe a well-managed and efficient classroom.

**Students Engagement:** Classroom management includes various aspects, but one of the most vital is that the students are engaged. A well-managed classroom will keep the students engaged at all times in the learning process. Students are involved in the learning process, which helps foster higher-level thinking skills in students. Teaching creatively can be a major factor in student engagement because a lesson that is not interesting will cause the students to stop listening and become distracted. A more creative teaching method will capture the student's attention and allow them to focus.

**Clear Expectations:** Expectations such as class objectives are clear in a well-managed classroom. Students know the material they will be tested on, as well as the teacher's expectations for the various assignments they will be graded on. This also allows for efficiency in the classroom because students manage their time accordingly to move from one task to another effectively. A good way to ensure that students are clear on what the class objectives are is to write the daily tasks on the board at the beginning of each lesson, as well as write any exam dates in a place that students can see regularly.

**Effective Time Management:** To minimize wasted time and improve efficiency, a well-managed classroom has good time-management skills. The students know which areas in the classroom are accessible to them, as well as where items are placed in the classroom. They also know exactly what to expect from each class in order to ensure good time management. Procedures for distractions such as using the bathroom are in place to avoid minimizing the time students can spend on tasks during class time.

**Positive Work Environment:** A positive work environment is one of the main characteristics of a well-managed classroom. Students are comfortable asking the teacher questions. The classroom environment is also stress-free to ensure a good workflow and positive environment. Decorating the classroom, as well as allowing the students to participate in classroom decorating, can help encourage a positive work environment.

**Firm Discipline:** Discipline is an important factor in well-managed classrooms and one of the main characteristics. Students have clear and firm guidelines on which behaviors are allowed in the classroom and which are not, which allows students to remain disciplined and encourage an efficient workflow. Simple things such as guidelines on going to the bathroom or raising their hands when speaking are in place to help keep a positive and effective work environment. Students should also be given positive reinforcement and praise for appropriate behavior and good work to help encourage them and others in the classroom.

**METHODOLOGY**

The design of the study is a descriptive survey. The population for the study is drawn from two (2) local government areas comprising Port Harcourt City Local Government Area (PHALGA) and Obio/Akpor Local Government Area (OBALGA) of Rivers State. The populations of the
students in SS2 & SS3 were 3,657 and 6,410 for PHALGA and OBALGA respectively. Simple random sampling was used to draw sample size of 346 and 361 students in PHALGA and OBALGA respectively. The instrument for the study was titled: Supervision and Classroom Management Questionnaire (SCMQ) which was administered to the respondents. The items were developed on a four – point Likert type scale that ranges from Very High Extent (4point), High Extent (3points), Low Extent (2points) and Very Low Extent (1point). In collaboration with the research assistants, the researcher adequately administered and retrieved. The data generated was analyzed based on item-by-item basis to show frequencies, percentages of responses of the various categories of respondents. Responses below 2.5 were considered not significant, while 2.5 and above were considered as significant. To determine the extent of significance at 0.05 level of significance, the researcher employed Analysis of Variance (ANOVA) to test the stated hypotheses.

RESULTS

Research Question 1: To what extent do supervisors’ role enhanced teachers’ enforcement of classroom rules and discipline in public senior secondary schools in Port Harcourt metropolis?

Table 4.1: Supervisors’ Role Enhanced Teachers’ Enforcement of Classroom Rules and Discipline in Public Senior Secondary Schools in Port Harcourt Metropolis(N=1179)

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>Supervisor’s Remarks</th>
<th>Teachers’ Remarks</th>
<th>Students’ Remarks</th>
<th>Grand mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S/N</td>
<td>Students</td>
<td>Teachers</td>
<td>Students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$x_1$</td>
<td>$x_2$</td>
<td>$x_3$</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SD_1</td>
<td>SD_2</td>
<td>SD_3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>=55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Have supervision of instruction so far been able to reduce disciplinary behavior of students in the classroom</td>
<td>2.00 ± 0.34</td>
<td>2.46 ± 0.88</td>
<td>2.40 ± 0.90</td>
<td>2.60 ± 0.37</td>
</tr>
<tr>
<td>2</td>
<td>Teachers have outlined consequences for flaunting classroom rules</td>
<td>3.00 ± 0.30</td>
<td>2.72 ± 0.65</td>
<td>2.68 ± 0.19</td>
<td>2.82 ± 0.26</td>
</tr>
<tr>
<td>3</td>
<td>Teachers adopt reward and punishment tactics in ensuring classroom discipline</td>
<td>2.00 ± 0.30</td>
<td>2.56 ± 0.58</td>
<td>2.81 ± 0.82</td>
<td>2.75 ± 0.26</td>
</tr>
<tr>
<td>4</td>
<td>Most teachers are quite familiar with their students and even call them by their names</td>
<td>3.00 ± 0.44</td>
<td>3.32 ± 0.65</td>
<td>3.11 ± 0.72</td>
<td>3.14 ± 0.14</td>
</tr>
<tr>
<td>5</td>
<td>Teachers have developed much empathy and interest in the academic progress of their students</td>
<td>3.00 ± 0.45</td>
<td>3.06 ± 0.99</td>
<td>3.11 ± 0.72</td>
<td>3.14 ± 0.14</td>
</tr>
</tbody>
</table>

The contents of table 4.2 shows that items 2, 4, & 5 are above the criterion mean of 2.50 and while items 1 & 3 are below the criterion mean. The respondents all agreed that some of the strategies for classroom discipline adopted by teachers include: outlining consequences for flaunting classroom rules, developing personal rapport with students and calling them by their names, showing interest on students’ academic progress. Meanwhile, the grand mean of 2.75 revealed that, supervisors’ role in enhancing teachers’ enforcement of classroom rules and discipline in public senior secondary schools in Port Harcourt metropolis were to a moderate extent.

Research question 2: To what extent do supervisors’ role enhanced teachers’ time management while delivering instruction in public senior secondary schools in Port Harcourt metropolis?
Table 4.2: Respondents Response on Supervisors’ Role Enhanced Teachers’ Time Management while Delivering Instruction in Public Senior Secondary Schools in Port Harcourt Metropolis (N=1179).

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>Supervisors</th>
<th>Teachers</th>
<th>Students</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$\bar{x}_1$</td>
<td>$\bar{x}_2$</td>
<td>$\bar{x}_3$</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Supervision exercises has enhanced the preparation of lesson plan by teachers</td>
<td>3.04</td>
<td>2.66</td>
<td>3.26</td>
<td>M.E. 2.98</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.27</td>
<td>1.03</td>
<td>0.57</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>School/Instructional supervision have help to reduce non-chalant attitude by teachers as exemplified by lateness to class, skipping classes etc</td>
<td>3.00</td>
<td>3.27</td>
<td>2.98</td>
<td>M.E. 3.08</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.82</td>
<td>1.03</td>
<td>0.63</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teachers have shown professionalism in dealing with students disruptive behavior in class</td>
<td>3.02</td>
<td>2.89</td>
<td>2.74</td>
<td>M.E. 2.88</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.89</td>
<td>0.81</td>
<td>0.58</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teachers’ subject mastery is integral to effective time management in the classroom</td>
<td>4.00</td>
<td>3.34</td>
<td>3.26</td>
<td>M.E. 3.53</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.51</td>
<td>0.72</td>
<td>0.85</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Instructional supervision has facilitated teachers compliance to school time-table</td>
<td>2.00</td>
<td>3.23</td>
<td>2.58</td>
<td>M.E. 2.60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.36</td>
<td>0.61</td>
<td>0.63</td>
<td></td>
</tr>
</tbody>
</table>

The contents of table 4.2 indicate that all items are to a moderate extent. With a grand mean of 3.01 indicate that supervision exercises has enhanced the preparation of lesson plan by teachers, School/Instructional supervision have help to reduce non-halant attitude by teachers as exemplified by lateness to class, skipping classes etc. Teachers have shown professionalism in dealing with students’ disruptive behavior in class, Teachers’ subject mastery is integral to effective time management in the classroom and Instructional supervision has facilitated teachers’ compliance to school time-table in Port Harcourt metropolis of Rivers State.
Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean rating of supervisors, teachers and students on the perceived impact of supervision on teachers’ enforcement of classroom rules and discipline in public senior secondary schools in Port Harcourt metropolis.

Table 4.5: Computation of no Significant Difference in the Mean Rating of Supervisors, Teachers and Students on the Perceive Impact of Supervision on Teachers’ Enforcement of Classroom Rules and Discipline in Public Senior Secondary Schools in Port Harcourt Metropolis

<table>
<thead>
<tr>
<th>ANOVA</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between People</td>
<td>388.313</td>
<td>1178</td>
<td>.330</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Items</td>
<td>476.278</td>
<td>5</td>
<td>95.256</td>
<td>186.019</td>
<td>.083</td>
</tr>
<tr>
<td>Within People</td>
<td>3016.122</td>
<td>5890</td>
<td>.512</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>3492.400</td>
<td>5895</td>
<td>.592</td>
<td></td>
<td>Accept</td>
</tr>
<tr>
<td>Total</td>
<td>3880.713</td>
<td>7073</td>
<td>.549</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grand Mean = 2.7529

The table above shows a probability value (Sig.) of .083 which is above the significance level at 0.05 which explain the fact that there is no significant difference in the mean rating of supervisors, teachers and students on the perceived impact of supervision on teachers’ enforcement of classroom rules and discipline in public senior secondary schools in Port Harcourt metropolis in Rivers State.

Hypothesis 2: There is no significant difference in the mean rating of supervisors, teachers and students on the perceived impact of supervision on teachers’ time management skills in delivering instruction in public senior secondary schools in Port Harcourt metropolis.

Table 4.6: Computation of no Significant Difference in The Mean Rating of Supervisors, Teachers and Students on the Perceive Impact of Supervision on Teachers’ Time Management Skills in Delivering Instruction in Public Senior Secondary Schools in Port Harcourt Metropolis

<table>
<thead>
<tr>
<th>ANOVA</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between People</td>
<td>442.009</td>
<td>1177</td>
<td>.376</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Items</td>
<td>233.417</td>
<td>5</td>
<td>46.683</td>
<td>99.146</td>
<td>.130</td>
</tr>
<tr>
<td>Within People</td>
<td>2770.983</td>
<td>5885</td>
<td>.471</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>3004.400</td>
<td>5890</td>
<td>.510</td>
<td></td>
<td>Accept</td>
</tr>
<tr>
<td>Total</td>
<td>3446.409</td>
<td>7067</td>
<td>.488</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grand Mean = 3.0141

The table above shows a probability value (Sig.) of .130 which is greater than the significance level at 0.05 which explain the fact that there is no significant difference in the mean rating of supervisors, teachers and students on the perceived impact of supervision on teachers’ time management skills in delivering instruction in public senior secondary schools in Port Harcourt metropolis in Rivers State.

DISCUSSION OF FINDINGS

Supervision and Classroom Discipline

One of the major findings of this study was that the effect of instructional supervision on teachers’ enforcement of classroom rule and discipline in public senior secondary schools in Port Harcourt metropolis is to a moderate extent. A weighted mean for all three respondents is 2.75 the respondents agreed to the influence of supervision on teacher to include, Teachers outlining rules and consequences for flaunting classroom rules, teachers adopt reward and punishment
tactics in ensuring classroom discipline, maintaining rapport with students and helping them achieve academic success. These findings are in agreement with Ughamadu (2015) who found out that external supervision has helped the teacher to handle the pupils effectively, and that it has great impact in improving not only teaching and academic environment, but also promotes effective learning for both their pupils. Also Nwoke (1997) opined that supervision enables the abilities and qualities of individual teachers to be identified which makes classroom visitation very important, also that through supervision individual potentials are developed. Finally, Valin (2017) argued that through a model of clinical supervision many teachers have experienced the greatest shift in their practice and have seen the greatest gains in their students work.

**Instructional Supervision and Time Management**

Findings in Table 2, “Supervision exercises has enhanced the preparation of lesson plan by teachers (2.98), School/Instructional supervision have help to reduce non-chalant attitude by teachers as exemplified by lateness to class, skipping classes etc (3.08), Teachers have shown professionalism in dealing with students disruptive behavior in class (2.88), Teachers’ subject mastery is integral to effective time management in the classroom (3.53) and Instructional supervision has facilitated teachers compliance to school time-table (2.60). From the responses so far, and with a grand mean of 3.01 suggest that the effect of supervision on teachers’ time management practice is to a moderate extent. This result is not surprising, since supervision of instruction is a sort of assistance rendered to teachers to help them improve their class instruction. The finding corroborates Olawole (2009) who assert that instructional supervisors influences to a great extent teachers’ classroom performance. The use of instructional materials suggested that instructional supervisor influences to a great extent teachers’ classroom performance. Also, conferences and seminars organized by instructional supervisors influence teachers’ classroom performance to a great extent. According to Ogba and Igu (2014) supervision has been identified as one of the approaches to teacher effectiveness and calls for an effective supervision of instructional procedure in secondary schools. Olatoye (2006) observed that internal supervision furnishes and equips teachers with necessary information and suggestions for instructional improvement.

**CONCLUSION**

Based on the analysis of data and discussion of findings, it was concluded that the perceived impact of instructional supervision on classroom management is to a moderate extent while impact of instructional supervision in providing conducive learning environment for teaching and learning is low extent.

**RECOMMENDATIONS**

- School supervisors should focus on instructional supervision with emphasis on classroom discipline and management practices by teachers. This is so important because students’ academic performance is a function of how the classroom is been managed to allow for interaction and other learning outcome.
- Time management is of great essence, thus supervisors should enlighten teacher on how to judiciously maximize their instructional time and prevent students’ disruptive behaviours in the classroom.

**REFERENCES**


