Strengthening Supervisory Techniques for Teacher Effectiveness in Public Secondary Schools in Rivers South-East Senatorial District

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ABSTRACT
The study investigated the strengthening of supervisory techniques for teacher effectiveness in public secondary schools in Rivers South-East Senatorial District. In actualizing the purpose of the study, correlation design was used in determining the degree of relationship between the variables in the study. The sample size for the study was 327 comprising 306 teachers and 21 principals. Purposive sampling technique was used to select principals while stratified random sampling was used in selecting teachers from the schools. An 18-item structured questionnaire was used in collecting data while Pearson Product Moment Correlation Coefficient was adopted in testing the reliability of the instrument. The study found out that in spite of the challenges encountered, strengthening supervisory techniques enhances teacher effectiveness in public secondary schools in Rivers South-East Senatorial District. The study recommends among others, that the strengthening of supervisory techniques should be embraced by all levels of education for effective evaluation of educational services that will also bring about the effectiveness of educational institutions, the factors adopted in strengthening supervisory techniques should be replicated and embraced by other senatorial districts in Rivers State for effective teaching and learning to be attained; in order to attain quality supervision for quality teaching and learning in Rivers State in general, instructional supervisors should possess the needed personal and educational or professional qualities for them to discharge their roles effectively.

Keywords: Strengthening, Techniques, Supervisory, Teacher, Public, Schools, Effectiveness

INTRODUCTION
Generally, poor performance of teachers and students alike at the secondary level of education in Nigeria over the years has been attributed to the failure of the various levels of government ranging from federal to local, to embark on ways through which supervisory techniques could be strengthened for effective teaching. This assertion supports the fact that the delivery of quality education in any organized system is anchored on effective implementation of educational policies realized through effective supervision of teaching and learning activities at the school level. This is by the fact that, supervision is considered as the process of guiding, directing and helping the teacher in the improvement of instruction in the school which has a greater effect on the learner.
Supervision plays essential roles in deciding the content and nature of the curriculum, selecting the school organizational patterns and learning materials in order to facilitate teaching and that of evaluation of educational process in its entirety (Anuna, 2004). It is as a result, that adopting and improving various techniques of supervision become imperative for those who carry out the function of supervision in schools. In achieving this, those saddled with the responsibility of performing instructional supervision are meant to be articulate, possess the needed qualities and follow rules of instructional supervisory behavior. Okoli (2004) considered instructional behavior as a behavior officially designed to influence the teaching behavior directly which facilitates the actualization of the goals of education at the school level. As part of the effort towards enforcing and maintaining standards in schools, the State Ministries of Education have been charged to statutorily embark on constant supervision in collaboration with State Schools Management Boards, Local Government Education Authorities, principals and various government agencies which operate within the ambit of the Ministries of Education (FRN, 2004). The State Ministries of Education and their Zonal Education Authorities within the senatorial districts organize supervision for all educational institutions under their jurisdictions including secondary schools for quality education through effective teaching. The Rivers South-East Senatorial District with its seventy-one (71) public senior secondary schools is not left out in the task of making education qualitatively through the strengthening of supervisory techniques which consequently enhances teacher effectiveness.

Supervision as an administrative function of the school leader is dependent on the ability of the supervisor to give assistance to the teacher in discovering and solving classroom problems as he is aimed at improving and directing teaching-learning process in an educational system through the strengthening of various techniques of supervision (Agi & Adiele, 2015). Therefore, in the school system the performance of other functions like staff personnel development, pupil- personnel development, school business management and school plant maintenance should be the consciousness of school principals who perform supervisory functions internally; teachers are needed to be assisted in their professional development and welfare services for them to be effectively motivated and committed to the job of improving learning; teaching aids and facilities are needed to be provided to help teachers facilitate learning in schools.

In the same vein, school leaders are in the position of assisting teachers to solve their classroom problems through effective supervision devoid of witch-hunt. A well-defined problem can be solved through the strengthening of methods or techniques of supervision which involves revisiting or review, redefining; re-evaluation and collection of information to discover the truth that lead to the solution of the problem. Okoroma (2007) viewed that, strengthening supervisory techniques assists teachers in the area of identifying their problems in the classroom. These problems are discussed through harmonious interactions between the supervisor and the teacher (the supervisee). This invariably supports the maxim that “a problem well defined is a problem half-solved”.

Based on the above grounds, for a supervisor of instruction to be effective which also enhances teacher effectiveness, he is charged to be objective as an effective leader who exemplifies himself among others and maintains the ethics of supervision with high moral standard. Ololube (2018) termed it as leading by example for the success of a planned programme such as supervision; such a supervisor is critical; not being personal, informal and subjective to issues (Aggarawal, 2006). The supervisor is also expected to possess the needed personal and academic qualities to enable him succeed in bringing about teacher effectiveness. Teacher effectiveness means the accomplishment of the objectives of an educational institution. It is the extent to which the planned teaching objectives of an educational system are achieved. Teacher effectiveness which is also measured by the improved performance of students requires the teacher’s knowledge of the subject-matter, lesson plan, accurate use of language, use of questions for various purposes, use of appropriate instructional materials and methods; setting and grading of achievement tests (Koko, 2006). It is however, of utmost necessity to improve and strengthen a variety of supervisory methods or techniques for effective teaching, which necessitated the theme of this study, “strengthening supervisory techniques for teacher effectiveness in public secondary schools in Rivers South-East Senatorial District”.

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Purpose of the Study
The general purpose of the study was to investigate the strengthening of supervisory techniques for teacher effectiveness in public secondary schools in Rivers South-East Senatorial District. Specifically, the objectives of this study sought to:

1. Examine various supervisory techniques for teacher effectiveness in Rivers South-East Senatorial District.
2. Examine factors for strengthening supervisory techniques that enhance teacher effectiveness in Rivers South-East Senatorial District.

Research Questions
The following research questions guided the study:

1. What are the various supervisory techniques for teacher effectiveness in public secondary schools in Rivers South-East Senatorial District?
2. To what extent do the factors for strengthening supervisory techniques enhance teacher effectiveness in public secondary schools in Rivers South-East Senatorial District?

Hypotheses
1. There is no significant relationship between the various supervisory techniques and teacher effectiveness in public secondary schools in Rivers South-East Senatorial District.
2. There is no significant relationship between the factors for strengthening techniques and teacher effectiveness in public secondary schools in Rivers South-East Senatorial District.

LITERATURE REVIEW
Theoretical Framework
Participative Leadership Theory
This study is guided by participative leadership theory. As indicated by Doyle and Smith (2001), the theory states that in an organization the leader collaborates with others in decision-making to achieve the commitment of each member of the organization as they participate in the decision-making process. Doyle and Smith emphasize that working as a team in an organization with subordinates will help the leader achieve the commitment of every member of the organization towards the achievement of goals.

The theory is relevant to this study in that it enables the supervisor to collaborate with teachers in the context of educational supervision, to work as a team towards making teaching effective since supervision is aimed at helping the teacher to improve the quality of teaching. The supervisor seeks the commitment of teachers by guiding and directing them in ensuring that classroom activities are carried out effectively for improved student performance. In the secondary school, the principal as the within-school supervisor guides and directs teachers without the application of force to gain their commitments in the process of achieving classroom objectives and the general goals of the school.

Thus, in attaining teacher effectiveness, the supervisor considers the adoption of a variety of supervisory techniques with emphasis on cooperation and teamwork. Ezeocha (1990) aligned with this theory by maintaining that, supervision is a cooperative and team-type service, therefore, needs to be embraced by all in an educational system. The supervisor encourages the teacher to identify his classroom problems in order to assist him proffer solutions and access those resources and instructional materials including charts, diagrams, and real objects; library resources like manuscripts, reference books, magazines; excursion and field trips among others that could help improve his role as a teacher.

By this ground, cooperation and teamwork are the only means a supervisor and teachers can work towards achieving higher educational standards and teacher effectiveness in public secondary schools. This is what (Okoroma, 2007), termed as democratic supervisory leadership approach. Hence, adopting participative leadership theory in this study is worthwhile because in the programme of supervision, a supervisor needs the participation and commitment of teachers in order to also identify their classroom problems for solutions to be proffered since supervision is aimed at improving teaching and learning rather than outright monitoring exercise for fault finding.
CONCEPTUAL FRAMEWORK
Concept of Supervision
Supervision as a concept is derived from the Latin word “supervidee” meaning to oversee (Afianmagbon, 2004). This reveals that the job of supervision was more or less a master-servant relationship in which a supervisor assumed the status of a demi-god before a supervisee. Afianmagbon, referred to it as supervision of the past and also describes supervision presently, as a means of helping, directing, coordinating and guiding the teacher for the purpose of improving teaching and learning programmes. In doing this, the right people are stimulated to perform the right activities with the right information and motivating them in the educational system to contribute to goal accomplishment. Thus, an effective supervisor engages in listening, role modeling, observing, motivating, giving direction and caring for teachers. The quality of education is therefore, connected to effective supervision (Aggarawal, 2006). Supervision is a cooperative and team-type service or programme (Ezeocha, 1990). This means 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 programme. In the light of this, supervision should not be seen as a one-man business. Supervision as an administrative function of improving instruction in schools should be whole-heartedly embraced by school heads or principals internally by visiting the teachers occasionally in their classrooms; objectively directing them in the areas they are not firm. Okoroma (2007) termed it as “within-school method” of supervision. This implies that, the principal as the head of the school can do this very effectively within the school if he does not see himself as an Alpha and Omega before his teachers who are expected to be his professional colleagues and also take corrections from him. All this, is geared towards improving and developing school instruction for the upbringing of the learner.
Also, in schools, the principals as coordinators and evaluators of instructional programmes adopt various supervisory leadership styles for effective supervision to take place, namely:

i. Laissez - faire supervisory style
ii. Democratic supervisory style
iii. Autocratic supervisory style
iv. Transformational style, etc.

Anuna (2004) emphasized on the democratic supervisory style which he argues helps to appraise consistently the educational experiences and activities of all involved. The supervisors’ criticism in this case is constructive. According to Anuna, “the democratic process is a means but a means so vital and indispensable that it affects the end”. Supervision is an administrative function that aims at stimulating growth as well as a means of helping teachers to help themselves. The supervisor at this point remains a mediator between the people and the programme (Amadi, 2008).
The impact of supervision cannot be relegated to the background since the improvement and development of instruction show that the instructor as the classroom evaluator is made to carry out self-evaluation. By 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 of the lesson; the teacher also becomes aware of his deficiencies at the end of the exercise.
For Asuru (1999), a teacher who is not sure of his boldness or himself is bound to fail. This is a psychological premise, which advocates that effective learning will cease to take place in an atmosphere of fear, distrust, threat, anxiety, tension etc, on the part of the instructor or teachers. Thus, strengthening techniques of supervision for teacher’s effectiveness is sine-quanon in any educational system. Ukeje (1992) was of the opinion that in the field of education, supervisors can perform other functions for teaching effectiveness since the principal is also an internal supervisor. These functions include curriculum improvement, improvement of instruction, staff personnel development, Pupil personnel development; School business management, and school plant management. In achieving these, the supervisor creates the opportunity for others such as teachers and encourage them to be committed to the goals of the school.
Therefore, supervision is defined as a leadership role aimed at guiding, helping and encouraging the teacher to solve classroom problems for the benefit of the learner and the school in general, with the aid of the strengthened supervisory techniques.

**Concept of Effectiveness**

Effectiveness means that the intention of a particular programme of an organization achieves what it is supposed to achieve, not necessarily at a low cost. Okorie (2009) considered effectiveness as the achievement of the purpose of a group. This is in line with Bernard in Okorie (2009), that effectiveness is concerned with collective interest while efficiency is interested in satisfying individual motives towards goal achievement. Thus, the satisfaction of individual teachers and students can bring about teaching effectiveness. Amaewhule (2005) said that the concept of effectiveness and that of efficiency became imperative in the preparation and analysis of budgets in organizations since a good budget enhances organizational efficiency and effectiveness. By the concept of effectiveness, Okoroma (2007) added that the structure of an organization can be effective if the purposes for which it was established are accomplished. According to him, the structure stands reviewed if the aims and objectives cannot be met. This is due to the fact that, most educational organizations are structured in order to accomplish the purposes for which they are set up. For instance, in any institution of learning, there may be certain variables set down for the realization of the goals and objectives of such an institution and that of satisfaction of the desires and aspiration of the individual. These variables range from leadership style, motivation, responsibilities, achievements, the organization climate and structure. In other words, the effectiveness of an organization is dependent on the success of these variables.

According to Ukeje (1992), the effectiveness of an organization is determined by individual motivation, individual ability, individual process of perception and individual personality; enormous resources and organization systems. Also, Okoroma (2007) opined that the effectiveness of an organization is to a large extent determined by the leadership style. Though, the styles of leadership are usually varied from one organization to another.

Ukeje (1992) said that administrators should always maintain institutional harmony to enhance organizational effectiveness. In supervision, this harmony is necessary between the supervisor and the supervisee as no effective supervision can strive in an atmosphere of disharmony. For Koko (2006), evaluation entails the assessment of students and teacher effectiveness in relation to set goals. The effectiveness of the teacher is also determined by adequate evaluation.

**Teacher Effectiveness**

Without mincing words, the effectiveness of any organization of study is largely dependent on the extent to which the learner has achieved what he/she has learnt. An educational institution cannot be said to be effective if the teachers and the entirety of the staff are not satisfied and happy in their services delivered. Again, the poor performance of students as a result of low quality of service delivered by teachers cannot contribute to the effectiveness of the school.

Teacher effectiveness is the accomplishment of the objectives of an educational institution through improved performance of the learner. It can also be said to be the extent to which the planned teaching objectives of an educational system are achieved. This is also measured by the improved performance of students in the system. Teacher effectiveness can be measured by the knowledge of the subject-matter, lesson plan, accurate use of language, use of questions for various purposes, use of appropriate instructional materials and methods, setting and grading of achievement tests (Koko, 2006).

In a different view by Olololube (2005), teacher effectiveness may vary with individual students and subjects. According to Olololube, in a classroom situation a teacher may not be effective with all learners, some may learn better and some may not in a particular subject, but what is vital is the professional disposition of the teacher and the conducive learning environment to bring about improved learning outcomes. This is also because individual learners vary in academic achievements.

For Koko (2006), effective teaching must go with effective learning since any effective teaching must have the student as a priority of a teaching-learning programme. It means that teaching effectiveness involves high levels of student learning and understanding; the teacher’s knowledge of his/her students, the taught subject-matter and the ability to organize the lesson.
For Ukeje (1992), the effectiveness of teachers in the school as an organization is determined by the level of students’ achievement with the following factors taken into consideration. They include leadership/administrative style, improved classroom management, satisfaction of the learner, appropriate teaching methods or techniques, improved instructional materials, etc.

**Leadership/administrative style:** The success of any organization is in no small measure based on the leadership pattern of the manager. Drucker (1967), asserted that effective administrator does the right thing to uplift the organization. Noting that, effectiveness of an organization is the extent through which the manager facilitates the attainment of the output needed. Also, poor administrative style of an instructional supervisor will affect the performance of the students academically, since teacher effectiveness is linked to administrative pattern which leads to the expected results. Thus, a people-oriented or participative style of leadership is worthwhile.

**Satisfaction of the Learner:** Any educational institution that fails to satisfy the learner cannot be adjudged to be effective. This is because the main focus of education is the child. Iwundu (1995) said that every learning objective and aspiration is ultimately in the interest of the learner. It means that the learner is the most important factor in teaching-learning process. Thus, the teacher aims at satisfying the learner who also becomes the end user of the benefit of education. An effective teacher is expected to consider the learner as an important subject and should take into consideration his characteristics such as likes or dislikes, perception and his feelings as a human being, taken into consideration individual differences for him to succeed.

**Improved classroom management:** The classroom is considered as the most important unit of the educational system, in that, all educational policies are implemented in the classroom. For effective teaching, the teacher is charged with the task of managing the classroom adequately. According to Alexander (1971), the purpose of effective classroom management and discipline is to create a community of pupils who will freely and willingly learn the norms and principles of the school and the society. The classroom which is conceptualized as a sub-system of the school system requires the ability of the teacher to be engaged in managing it and identifying the important variables that are significantly related to instructional effectiveness. According to Unachukwu (1990), the important variables include teacher competencies, instructional objectives, resources availability and utilization, learner capabilities, time and space factor. A teacher with the knowledge of these variables can effectively carry out the classroom management functions of planning, directing, controlling, coordinating and innovating classroom activities. Improved or effective classroom management increases teaching effectiveness.

**Appropriate teaching methods or techniques:** Teacher effectiveness is also measured by the type of methods and techniques adopted in teaching students. The application of a particular method or technique depends on the maturation of the students, his ability, time and circumstance. For effective teaching, the teacher is expected to make use of different methods as monotony of a method kills interest. The teacher is expected to also adopt a captivating method to teach his/her student. Methods that are learner-centered are appropriate for the teaching of children in the pre-primary, primary and secondary schools. According to Unachukwu (1990), the dramatic, project, discussion, the play methods, etc., are adequate for this group of children rather than the lecture method that is appropriate for the teaching of students in the higher institutions of learning (Universities, Colleges of education and Polytechnics). These methods are used side by side with instructional techniques. For Mmom (2007), the use of sorting as a teaching technique will help students to identify, select and match pictures to objects; separate items that go together from those that do not blend. This technique is more adequate for the first year of schooling. Koko (2006) also added that note-taking technique enables the students to jot down what the teacher is teaching, therefore, making the students to be more attentive to their teachers.

**Improved instructional materials:** Instructional materials form an integral part of the resources for the implementation of school curriculum. Ideally, there cannot be quality education without equipment, facilities, and other materials that are indispensable for effective teaching and learning. An effective teacher sees it a necessity to use instructional materials to illustrate, emphasize and explain a subject-matter as the era of over-verbalization is over. Over-verbalization is the excessive adoption of words to
convey meanings in classroom situations. According to Koko (2006), the period of the use of “talk-chalk” is gradually becoming obsolete in our educational system. According to her, lifelong attitudes are developed by the students through adequate use of resources. Teachers who use instructional aides capture learner’s attention easily. Measures of effectiveness of teaching also include:

i. Knowledge of the subject-matter,
ii. Preparation of lesson note,
iii. Clear and accurate use of language,
iv. Use of questions for various purposes,
v. Setting and grading of achievement tests.

Rosenshine and Furst (1971) opined that an effective teacher adopts a variety of teaching strategies more than the ineffective one, since the effective teacher attaches more important to providing students with greater opportunities. In order to achieve effectiveness, the interaction which exists between the teacher and the student should be greater between the instructional supervisor and the teacher. The internal supervisor (principal) is expected to initiate this relationship to assist the teacher to be resourceful. Two good heads they say are better than one, in achieving educational goals.

METHODOLOGY
Research Design
The design of this study is correlation design to investigate the degree of relationship between variables in the study. Osaat (2014) referred to correlation survey as relational which seeks to study the relationships between complex variables. Therefore, correlation design is relevant to this study to investigate the degree of relationship between strengthening supervisory techniques and teacher effectiveness of public secondary schools in Rivers South-East Senatorial District.

Population of the study
The study was conducted in public senior secondary schools in Rivers South-East Senatorial District. The population of the study involved the entire 1,781 comprising 1,710 teachers and 71 principals in public senior secondary schools. According to Osaat (2014), population in a study is the sum total of group of persons, objects or items from which information can be gathered.

Sample and Sampling technique
The sample size for the study was 327 comprising 306 teachers and 21 principals of public secondary schools in Rivers South-East Senatorial District. Furthermore, purposive sampling technique was adopted in selecting 21 schools (that is 3 schools from each LGA) while stratified random sampling was used to select teachers from each school. Taro Yamen formula was used to determine the sample size from the population.

Instrument for Data Collection
The instrument developed for data collection was titled “Strengthening Supervisory Techniques for Teacher Effectiveness Questionnaire (SSTEQ)”. The questionnaire was divided into two sections; section “A” collected information on the demographic data of respondents while section “B” gathered information on the variables of the study. The Four-Point Likert Rating Scale was used to weigh the response options on the questionnaire as follows: Very Great Extent (VGE) = 4 points; Great Extent (GE) = 3 points; Low Extent (ME) = 2 points and Very Low Extent (LE) = 1 point. On the whole SSTEQ has a total of 18 items structured based on the objectives of the study.

Validation of instrument
The instrument (SSTEQ) was validated by two experts from the fields of measurement and evaluation; mathematics and statistics of Ignatius Ajuru University of Education, Port Harcourt.

Reliability of the Instrument
The reliability of the instrument was determined with Pearson Product Moment Correlation Coefficient of 0.76 for the 18-item questionnaire.
Method of Data Collection
Three hundred and twenty-seven (327) copies of the research questionnaire were distributed to respondents and retrieved personally by the researcher. However, 301 copies of questionnaire were received out of 327 distributed while 26 copies were subtracted because they were not correctly filled or returned by the respondents.

Method of Data Analysis
Descriptive statistics of mean and standard deviation were used to answer the research questions while regression analysis was used to test the significance of the relationship in each of the hypotheses at 0.05 level of significance.

The criterion mean is computed using the 4-Point Likert Scale of the instrument as $4+3+2+1=10/4=2.5$. That is, item mean less than 2.50 is for disagreement while item mean above 2.50 is for agreement.

Decision: Any probability at significant level less than .05 will reject the null hypothesis otherwise retained the alternate hypothesis.

RESULTS
Research questions
Research question 1: What are the supervisory techniques used for teacher effectiveness in public secondary schools in Rivers South-East Senatorial District?

Table 1: Mean responses on the supervisory techniques used for teacher effectiveness in public secondary schools in Rivers South-East Senatorial District

<table>
<thead>
<tr>
<th>S/No</th>
<th>Supervisory Techniques</th>
<th>VGE</th>
<th>GE</th>
<th>ME</th>
<th>LE</th>
<th>$\bar{X}$</th>
<th>Std</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstration as a technique brings about teacher effectiveness</td>
<td>116</td>
<td>145</td>
<td>30</td>
<td>10</td>
<td>3.36</td>
<td>0.73</td>
<td>Great Extent</td>
</tr>
<tr>
<td>2.</td>
<td>Conference as a technique enhances teacher effectiveness</td>
<td>106</td>
<td>118</td>
<td>39</td>
<td>38</td>
<td>3.26</td>
<td>0.78</td>
<td>Great Extent</td>
</tr>
<tr>
<td>3.</td>
<td>Classroom visitation is a necessary supervisory technique for teacher effectiveness</td>
<td>123</td>
<td>124</td>
<td>37</td>
<td>17</td>
<td>3.11</td>
<td>0.84</td>
<td>Great Extent</td>
</tr>
<tr>
<td>4.</td>
<td>Clinical supervision is a good technique for teacher effectiveness</td>
<td>162</td>
<td>89</td>
<td>33</td>
<td>17</td>
<td>3.16</td>
<td>0.85</td>
<td>Great Extent</td>
</tr>
<tr>
<td>5.</td>
<td>Micro-teaching technique is an important adopted in supervision for teacher effectiveness</td>
<td>109</td>
<td>119</td>
<td>59</td>
<td>14</td>
<td>3.12</td>
<td>0.79</td>
<td>Great Extent</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.20</td>
<td>0.80</td>
<td>Great Extent</td>
</tr>
</tbody>
</table>

The table 1 above shows that with items means of 3.36, 3.26, 3.11, 3.16 and 3.12 and standard deviations of 0.75, 0.78, 0.84, 0.85 and 0.79 that demonstration as a technique, conference as a technique, classroom visitation, clinical supervision, micro-teaching technique enhance teacher effectiveness in public secondary schools in Rivers South-East Senatorial District. The grand mean of 3.20 and standard deviation 0.80 indicated that techniques of supervision enhance teacher effectiveness in public secondary schools in Rivers South-East Senatorial District to a great extent.
Research question 2: What are the factors for strengthening techniques of supervision for teacher effectiveness in public secondary schools in Rivers South-East Senatorial District?

Table 2: Mean responses on the factors for strengthening supervisory techniques for teacher effectiveness in public secondary schools in Rivers South-East Senatorial District

<table>
<thead>
<tr>
<th>N=301</th>
</tr>
</thead>
<tbody>
<tr>
<td>S/No</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

The table 2 above shows that with items means of 3.14, 3.04, 3.01, 3.07 and 3.05 and standard deviations of 0.85, 0.85, 0.92, 0.83 and 0.73 that observation of classroom teaching, performance evaluation, training and retaining of supervisors, hiring supervisors with proven educational qualifications, improved selection criteria are the factors strengthening techniques of supervision for teacher effectiveness in public secondary schools in Rivers South-East Senatorial District. The grand mean of 3.83 and standard deviation 1.05 indicated that factors for strengthening techniques of supervision enhance teacher effectiveness in public secondary schools in Rivers South-East Senatorial District to a great extent.

Hypotheses

$H_0$: There is no significant relationship between supervisory techniques and teacher effectiveness in public secondary schools in Rivers South-East Senatorial District

Table 3: Summary of regression analysis on the relationship between supervisory techniques and teacher effectiveness in public secondary schools in Rivers South-East Senatorial District

A. Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>$R$</th>
<th>$R^2$</th>
<th>Adjusted $R^2$</th>
<th>Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.356$^a$</td>
<td>.127</td>
<td>.102</td>
<td>2.45071</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), supervisory techniques

B. ANOVA$^a$

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>30.548</td>
<td>1</td>
<td>30.548</td>
<td>5.086</td>
<td>.030$^b$</td>
</tr>
<tr>
<td>1 Residual</td>
<td>210.209</td>
<td>299</td>
<td>6.006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>240.757</td>
<td>300</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: teacher effectiveness

b. Predictors: (Constant), supervisory techniques
### C. Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>11.136</td>
<td>1.725</td>
<td></td>
<td>6.454</td>
</tr>
<tr>
<td>1</td>
<td>teacher effectiveness</td>
<td>.267</td>
<td>.118</td>
<td>.356</td>
</tr>
</tbody>
</table>

a. Dependent Variable: teacher effectiveness

The table above shows that the relationship between the supervisory techniques and teacher effectiveness in public secondary schools in Rivers South-East Senatorial District. As presented on the table above, it showed that the correlation coefficient was 0.356 which by the R²-value (0.356) indicated that the independent variable techniques of supervision positively relate teacher effectiveness of public secondary schools in Rivers South-East Senatorial District. The table also showed that supervision techniques account for only 12.7% (0.127x100) relationship with teachers’ job effectiveness. This implies that, the remaining 87.3 % of teachers effectiveness is explained by other variables not included in the model. However, to establish whether the relationship is significant or not, the Part B and C of the table above were thus presented.

The part B of the table above showed the summary of regression analysis on the relationship between the techniques of supervision and teacher effectiveness in public secondary schools in Rivers South-East Senatorial District. From Part B, the F-statistic F₁,₃₅=5.086, p<.05 shows that there was a significant relationship between the independent variable (techniques of supervision) and dependent (teacher effectiveness). This implies that the supervision techniques contribute significantly to teacher’s job effectiveness in public secondary schools in Rivers South-East Senatorial District. Therefore, the null hypothesis one was rejected at 0.05 alpha level. Part C shows a very strong positive relationship between the two variables (B= 0.356). The regression equation y=11.136+0.267x is indicating that the higher the supervisory techniques the more the teacher becomes effective in the classroom. Also, in Part C, the column label t under techniques of supervision (2.255) confirmed that the regression model is significant at 0.05 level of significance.

H₀₂: There is no significant relationship between the factors for strengthening supervisory techniques and teacher effectiveness in public secondary schools in Rivers South-East Senatorial District.

**Table 4 Summary of regression analysis on the relationship between strengthening supervisory techniques and teacher effectiveness in public secondary schools in Rivers South-East Senatorial District.**

<p>| A. Model Summary |
|------------------|------------------|------------------|------------------|</p>
<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.488&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.238</td>
<td>.216</td>
<td>2.28949</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), factors strengthening techniques of supervision

<p>| B. ANOVA&lt;sup&gt;a&lt;/sup&gt; |
|-----------------------|------------------|------------------|------------------|</p>
<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>57.295</td>
<td>1</td>
<td>57.295</td>
<td>10.930</td>
<td>.002&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>1</td>
<td>Residual</td>
<td>183.462</td>
<td>299</td>
<td>5.242</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>240.757</td>
<td>300</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: teacher effectiveness

b. Predictors: (Constant), factors strengthening techniques of supervision
The table above shows that the relationship between the factors for strengthening supervisory techniques and teacher effectiveness in public secondary schools in Rivers South-East Senatorial District. As presented on the table above, it showed that the correlation coefficient was 0.488 which by the R² – value (0.238) indicated that the independent variable factors strengthening techniques of supervision positively relate teacher effectiveness of public secondary schools in Rivers South-East Senatorial District. The table showed that factors strengthening supervision techniques account for only 23.8% (0.238x100) relationship with teachers’ job effectiveness. This implies that, the remaining 76.2 % of teachers effectiveness is explained by other variables not included in the model. However, to establish whether the relationship is significant or not, the Part B and C of the table above were thus presented. The Part B of the table above showed the summary of regression analysis on the relationship between the factors strengthening techniques of supervision and teacher effectiveness in public secondary schools in Rivers South-East Senatorial District. From Part B, the F-statistic F1,35=10.930, p<.05 shows that there was a significant relationship between the independent variable (factors strengthening techniques of supervision) and dependent variable (teacher effectiveness). This implies that the factors strengthening supervision techniques contribute significantly to teacher’s job effectiveness in public secondary schools in Rivers South-East Senatorial District. Therefore, the null hypothesis two was rejected at 0.05 alpha level. Part C shows a very strong positive relationship between the two variables (B= 0.488). The regression equation \( y=9.717+0.443x \) is indicating that the more the factors strengthening supervision techniques the more effective the teacher becomes. Also, in Part C, the column label t under factors strengthening techniques of supervision (3.306) confirmed that the regression model is significant at 0.05 level of significance.

**DISCUSSION**

Based on the presentation and analysis of data in relation to strengthening supervisory techniques for teacher effectiveness, the result shows that the strengthening of supervisory techniques to a great extent has enhanced teacher effectiveness in the Rivers South- East Senatorial District. The study revealed that the use of techniques of supervision such as demonstration, conference, classroom visitation, clinical supervision and micro-teaching techniques enhance teacher effectiveness in public secondary schools in Rivers South- East Senatorial District. Anuna (2004); Aggarawal (2006); Okoroma (2007); Ogunu (2000); Koko (2006) and Ahiakwo (2013) in their different works, extolled the grounds of adopting a variety of supervisory techniques to enhance teacher effectiveness which is also measured by improved learning outcomes in public secondary schools. The study revealed that, in strengthening the techniques of supervision for teacher effectiveness, there are factors that are taken into consideration, including observation of classroom teaching, performance evaluation, training and retraining of supervisors; hiring supervisors with proven educational qualifications and improved selection criteria. This finding is in accordance with the studies carried out by Ward (1994) and Enaigbe (2009), which emphasized that in bringing about improvement in public schools, there should be a paradigm shift in supervision; supervisors should be able to adopt a systematic approach to teaching for improved learning outcomes, bearing in mind the roles of teachers. Ward (1994)
and Enaigbe (2009), described it as a new paradigm Knowledge Work Supervision (KWS). Thus, the above factors should be taken very seriously to strengthen supervisory techniques. The study showed that the personal and academic or professional qualities possessed by supervisors to a great extent enhance teacher effectiveness through the strengthening of supervisory techniques. Therefore, instructional supervisors are urged to maintain these important qualities ranging from high degree of native intelligence, general approach to school programmes, professional education and qualifications; knowledge of learning materials and teaching methods. This is in line with the view of Ogbonna (2004) that supervisors must possess and maintain both personal and academic or professional qualities in carrying out instructional supervision effectively, through the strengthening of supervisory techniques which also brings about effective teaching.

It was however, revealed that despite several challenges, the strengthening of techniques of supervision enhanced teacher effectiveness in Rivers South-East Senatorial District. This study is in accordance with the UNESCO (1998), which established that population explosion in public schools; unqualified and untrained personnel as also indicated by Anuna (2004); inadequate funds for supervision and preoccupation of school leaders with administrative tasks are some of the challenges facing the strengthening of techniques of supervision in public schools.

CONCLUSION

It is deduced that the strengthening of supervisory techniques is imperative in determining teacher effectiveness in public secondary schools in Rivers South-East Senatorial District. This is due to evaluation of teaching and learning outcomes among the schools in the senatorial District. The study maintained that the adoption of a variety of techniques of supervision in public secondary schools including demonstration conference, classroom visitation, clinical supervision and micro-teaching among others enhances teacher effectiveness. Anuna (2004), supported this finding since he was of the opinion that different school administrators and supervisors devise different techniques and approaches to be able to succeed in handling school monitoring.

The study also concludes that, in spite of some challenges identified with the process of strengthening supervisory techniques, there are still important factors including observation of classroom teaching, performance evaluation, teaching and retraining of supervisors, hiring of supervisors with proven personal and educational qualifications or qualities among others necessary for strengthening supervisory techniques. Thus, the strengthening of supervisory techniques enhances teacher effectiveness in public secondary schools in Rivers South-East Senatorial District.

RECOMMENDATIONS

The study recommends thus:

1. The practice of strengthening supervisory techniques should be embraced by all levels of education for effective evaluation of educational services that will also bring about the effectiveness of educational institutions.
2. The factors adopted in strengthening techniques of supervision should be replicated and embraced by other senatorial districts in Rivers state for effective teaching and learning to be attained.
3. In order to attain quality supervision for quality teaching and learning in Rivers state, instructional supervisors should possess the needed personal and educational or professional qualities for them to discharge their roles effectively.
4. Leaders of both public and private schools should be made to be aware of other administrative functions such as supervision of instruction within the schools they are appointed for effective teaching and learning to take place.
5. Government should always embark on and sponsor seminars, workshops and other programmes that will expose both principals or supervisors and teachers to instructional supervisory behaviour.
REFERENCES


