

RE-TOOLING INSTRUCTIONAL STRATEGIES FOR TEACHER INSTRUCTIONAL EFFECTIVENESS IN NIGERIA USING COUNSELLING SUPERVISORY MODEL

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Abstract

This study investigated the use of counselling model of supervision in retooling instructional strategies for effective teaching and learning. Data were collected from 127 teachers from two schools after simple random sampling and which formed intact classes; 64 teachers served as treatment group and 63 teachers served as control group. The instrument used was a questionnaire Teachers Instructional Effectiveness Rating Scale (TIERS) developed by the researcher that consisted of 26 items. The validity and reliability of the instrument were established using face and construct validation. Internal consistency and stability were also established using Cronbach Alpha and Test Retest Procedure respectively. The Pearson's Product Moment Correlation procedure tested the reliability of the TIERS. Two research questions were asked and three null hypotheses were formulated for the study. Using mean and standard deviation the research questions were analyzed while the hypotheses were tested using Analysis of Covariance (ANCOVA) at 0.05 level of significance. The results indicated that: (a) counselling supervisory model is more effective than traditional model of supervision. (b) There was no remarkable difference in effectiveness between male and female teachers exposed to counselling supervision model and (c) gender does not combine with model of supervision to affect instructional effectiveness of teachers. It was recommended that counselling supervision model be used to ensure teacher instructional effectiveness.

KEY WORDS

1. Instructional effectiveness
2. Traditional method of supervision
3. Counselling supervisory model
4. TIERS

Introduction

Supervision is an essential part of any organization. Supervision of teachers' instructional activities is very important as it helps to guide, direct, aid, stimulate teachers' professional growth with the aim of improving teaching and learning. Through instructional supervision, teachers are stimulated to grow professionally and develop the necessary skills required for the job of teaching. The major focus of instructional supervision is the classroom teacher aimed at stimulating interest in teachers and learners in order to ensure successful classroom instructional tasks.

Traditional supervisory method which is teacher focused applies visitations while being random and haphazard, imposed and authoritarian. It has been argued that sometimes the main aim of embarking on school supervision is not necessarily concerned with instructional effectiveness of teachers but imposition of supervisor's authority as well as the material benefits derivable from such school visits.

Ugwu (2009) saw education supervision as the effort to help the teachers in identifying and solving their professional problems for the purpose of improving the total teaching-learning situation. Instructional supervision is viewed by Teteh (1999) as having to do with the process of guiding, directing and stimulating growth with the aim of improving teaching and learning. In other words, educational supervision is all that the professional or routine supervisor does with teachers, students and learning facilities to maintain or change the school operation in ways that directly or indirectly lead to improvement in the teaching and learning process in the schools.

It is the view of Ezeanyika (1998) that ineffective teacher could not contribute maximally to instructional successes. It has been reported by Osafire (2008), Osador (1994) and Eya (2006) that there is a steady poor performance of students in external examinations in Nigeria which could be traced to ineffective instructional supervision. In the 2009 West African Senior School Certificate Examinations (SSCE) 342,443 candidates registered and only 151,919 candidates representing 44.36% obtained 5 credits and above; in 2010 of the same examination out of 310,077 candidates 62,295 representing 20.09% obtained 5 credits and above. Also in 2011 out of the 320,998 candidates that registered 141,167 of them representing 45.52% obtained 5 credits and above. This ugly trend is an indication that all is not well with the Secondary Education system in Nigeria. The likely problem could be emanating

from the classrooms. If that is true, there is need to provide an effective supervisory mechanism to ensure effective lesson delivery which would result in effective learning.

In the midst of the above situation, it has been noted by Hasford in Eya (2006) that the counselling supervisory model seems to be an effective tool for supervision of teachers. This model according to Hasford, is based on a number of assumptions which include that

- teaching is an expression of the person;
- psychological changes bring about changes in teaching behaviour,
- supervision can help change a teacher's self concept; and that the
- solution to teacher problem lies within the teacher.

The counselling supervision model appreciates the intellectual understanding and behaviour of the client, the teachers as well as their personality traits, interests, motivation and attitudes. This paper is therefore, designed to explore the effectiveness of the use of counselling supervisory model to enhance secondary school teachers' instructional effectiveness. In this way a more effective method of instructional supervision may emerge or the existing method critically examined with a view to repositioning it.

The use of an effective supervisory model will enable teachers grow professionally and perform effectively in their classroom instructional tasks. The basic problem of this study therefore is that the traditional supervisory method of supervision in use does not seem to help teachers become effective in the classroom instructions. As the society keeps changing there is the need for evaluation and re-evaluation of supervisory models if teachers must be helped to become effective in their job especially in the wake of the information technological advancement. In order to enlist the abilities of the teacher in the realization of the objectives of teaching and learning, there is a dire need for an instructional supervisory model capable of assessing teacher instructional effectiveness.

The purpose of this study is to determine the effect of counselling model of instructional supervision on school teachers' instructional effectiveness with a view to re-tooling instructional strategies for effective teaching and learning in schools.

The findings of the study will reveal some of the teachers' instructional deficiencies. When solutions to such inadequacies are found instructional effectiveness will be ensured and this will help the government in achieving the millennium development goals of the new educational programme in the Nigeria in the face of the global challenges.

Furthermore, the findings of the study will provide yet the mission link of trying out a model of supervision as a base for introducing an alternative and a more viable approach acceptable to the teachers of instruction where the existing traditional model fails to meet the educational needs of the society. This study will benefit supervisors of instruction who will have ready supervisory package capable of eliciting all the information needed from a supervisee in a more congenial and democratic atmosphere. This will reduce friction between the supervisors and supervisees.

Proprietors of private schools who would wish their schools to flourish will be equipped with a ready tool for proper supervision of their schools. The result of this study will provide greater improvement in the process of supervision and enhance greater productivity in terms of academic excellence on the part of the students. When teachers' instructional effectiveness is achieved through the use of counselling supervision model the classroom teachers' instructional output will be highly adequate and highly qualitative. These will highly impact positively on students' academic performance in schools and public examination.

The research was limited to evaluating the effect of the counselling supervisory model with the traditional method of supervision as a control. The variable used is gender which was tested to see if it has influence on teacher effectiveness to instructional supervision when exposed to counselling supervision model.

Also the study was limited to only teachers in secondary schools in Nsukka education zone of Enugu state of Nigeria.

Research Questions

1. To what extent does counselling supervision model affect teachers' instructional effectiveness?
2. How does the instructional effectiveness of teachers exposed to counselling supervision model differ according to gender?

Research Hypotheses

Three null hypotheses were formulated and tested at an alpha level of 0.05 to guide the study.

HO₁: There is no significant difference in the mean instructional effectiveness of teachers exposed to counselling supervisory model and those exposed to traditional model.

HO₂: There is no significant difference in the mean instructional effectiveness of male and female teachers exposed to counselling supervision.

HO₃: There is no significant Interaction between gender and supervisory model on teachers' instructional effectiveness.

Design of the Study

This study employed a quasi-experimental approach and specifically a non-equivalent control group design. The design was chosen because the study was of cause-and-effect with intact classes. It was not therefore possible to randomly assign subjects to treatment and control groups. There was a pre-test post-test approach on both groups whereas the counselling supervision package was used on treatment group, traditional supervisory package was used on the control group before the post test was administered on both groups.

The study was conducted in the Nsukka education zone comprising 52 public and missionary secondary schools in Nsukka, Igbo Etiti, and Uzo Uwani Local Government Areas.

The population of the study consisted of all the teachers in all the state government and mission secondary schools in Nsukka education zone of Enugu State Nigeria. There were a total of 534 teachers in the fifty-two secondary schools.

Two schools were drawn for this study through a simple random sampling. All the 127 teachers in the 2 schools were grouped into male and female. All the 63 teachers in Urban Girls' Secondary school (UGSS) were taken and classified into 13 males and 50 females. All the 64 teachers in St. Theresa's College (STC) were taken and classified into 31 males and 33 females. In all the 127 teachers drawn for the study 64 were for treatment group and 63 for control group. However, each school had only control or treatment group and both schools were located in Nsukka town with a distance of about 15km apart.

Instrument for Data Collection

A set of questionnaire was used in collecting data for this study and this was the Teachers' Instructional Effectiveness Rating Scale (TIERS), developed by the researcher and validated by 3 experts in Educational Research; and 2 experts in Educational Administration. The TIERS was subjected to measures of internal consistency and stability. On the test of internal consistency using Cronbach Alpha TIERS yielded an alpha of 0.72 while on test retest procedure on 20 respondents other than the subjects of the study using Person's Product Moment Correlation Procedure TIERS yielded stability index of 0.74. The TIERS was designed to elicit information from the supervisor on the performance of the supervisees during classroom instruction. The questionnaire was divided into two parts - part one dealt with personal data of the supervisee while part two described the teacher's (supervisee's) effectiveness. This was weighted on a Likert 4 - point scale with the scoring guide of 4 = very Effective; 3 - Effective; 2 - Fairly Effective and 1 = Ineffective.

The researcher took care of the control of extraneous variables such as instrument situation variables, supervisor variable, subject interaction, inter-group variable, re-arrangement of items in the questionnaires, swapping and size of paper (questionnaires) during the pre-test and post-test.

Presentation of Result and Analysis

Data for all research questions were analyzed descriptively using mean and standard deviation. The decision level for acceptance or rejection of a statement is: 60% response means acceptance, while below 60% means rejection. All hypotheses were tested using Analysis of Covariance (ANCOVA). As intact classes were used for the study the choice of ANCOVA was made to remove initial differences between groups, control extraneous variables and contamination, and ensure equivalence within the groups.

Results:

The result of data analysis based on the two research questions and three hypotheses that guided this study is as follows:

Research question 1:

How does Counselling Supervision Model affect teacher's instructional effectiveness?

Table 1: Mean rating (x) and standard deviation (s) of Teachers' Instructional Effectiveness Rating Scale (TIERS) (by method of supervision).

METHOD OF SUPERVISION	Instructional Effectiveness		
	X	S	N
Traditional Method	59.63	6.11	63

	Counselling method	78.09	7.51	64
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Instructional Effectiveness

Result presented in table 1 above reveals that the mean rating on instructional effectiveness of the teachers exposed to traditional method of supervision is 59.63 with standard deviation of 6.11 whereas the mean rating on instructional effectiveness of teachers exposed to counselling models of supervision is 78.09 with standard deviation of 7.51. This shows that the teachers exposed to the counselling model of supervision appear to have a higher mean rating on instructional effectiveness than those exposed to traditional method of supervision. This suggests that the counselling model affects teachers' instructional effectiveness more than the traditional method.

Research question 2:

How does the instructional effectiveness of teachers exposed to counselling supervision model differ according to gender?

Table 2: Mean Rating (x) and standard deviation (s) of Teachers' Instructional Effectiveness (by gender).

Gender		Instructional Effectiveness		
		X	S	N
	Male	73.15	9.78	44
Female	66.96	11.86	83	

Result presented in Table 2 above shows that the mean rating (x) on instructional effectiveness of male teachers exposed to counselling supervision model is 73.15 and standard deviation (s) is 9.78 while the mean rating (x) of female teachers exposed to counselling supervision model is 66.96 with the standard deviation (s) of 11.86. This shows that male teachers exposed to counselling supervision model appear to have a higher mean rating than female teachers exposed to the same counselling model of supervision. This then suggests that the counselling model of supervision affects male teachers' instructional effectiveness more than their female counterparts.

Research Hypotheses

HO₁: There is no significant difference in the mean instructional effectiveness of teachers exposed to counselling supervision model and those exposed to traditional model.

The table below shows teachers' overall instructional effectiveness using such variables as supervisory model and gender.

Table 3: Analysis of Co-variance (ANCOVA) for teacher overall instructional effectiveness of supervision scores by supervisory model and gender

Sources of variation	Sum of squares	Df	Mean squares	f-cal	f-ev	Level of significant
Covariates	19885.603	1	1984.603	53.402	3.92	Significant
Main effects	9885.284	4	2471.321	66.499	3.92	Significant
Supervisory method	9730.113	1	973.113	261.821	3.92	Significant
Gender	20.050	1	20.050	540	3.92	Not Significant
2-way interaction	286.605	6	47.768	1.285	3.92	Not Significant
Gender and supervisory model	63.434	1	63.434	1.707	3.92	Not Significant
Explained	12156.492	11	1105.492	29.136	3.92	Significant
Residual	4162.282	112	37.163			
Total	16318.774	123	132.673			

Table 3 above shows that the calculated value of 261.821 is greater than the critical value of 3.92 at an alpha level of 0.05 for 1df with respect to model of supervision on teachers' instructional effectiveness.

HO₂: There is no significant difference in the mean instructional effectiveness of male and female teachers exposed to counselling supervision model.

Table 3 above also shows that the calculated value of 0.540 is less than the critical value of 3.92 at an alpha level of 0.05 of 1df with respect to gender on teacher's instructional effectiveness when exposed to counselling model of supervision. The calculated value is less than the critical value and so the null hypothesis is not rejected. By implication therefore, there is no significant difference between the mean rating of instructional effectiveness of male and female teachers exposed to counselling model of supervision. The earlier observed difference was attributed to error and so there is no actual difference that exists as a result of teachers' gender when exposed to counselling model of instructional supervision.

HO₃: There is no significant interaction between gender and supervisory model on teachers' instructional effectiveness.

Table 3 indicates that the calculated value 1.707 is less than the critical value of 3.92 at 0.05 significant level for 1df in respect of the interaction of teacher's gender and model of supervision on teacher's instructional effectiveness. The null hypothesis is therefore rejected. This implies that gender does not combine with model of supervision to affect instructional effectiveness of teachers.

Discussion of Findings

The findings with respect to Research Question 1 as indicated in Table 1 uncovers an interesting positive response to counselling supervisory model and as such teachers exhibited more effectiveness to instructional tasks when measured with the teachers instructional effectiveness rating scale (TIERS).

In the same vein, the result of hypothesis 1 (HO₁) shows that the calculated values (f-cal) of teachers effectiveness exceeds the critical value of 3.92 at a given alpha level. The null hypothesis was therefore rejected because teachers exhibited more effectiveness when supervised using the Counselling Supervisory Model as against those supervised with the traditional method of supervision. Muro (1987) had advocated for the use of counselling supervisory model believing that it helps the teacher build a sense of personal security in the classroom. In line with the above view Anagbogu (1986) saw counselling supervision model as being supportive and democratic in approach.

The higher mean ratings and standard deviation of teachers' scores in the experimental group as against the teachers in the control group is indicative enough of the fact that counselling supervision model enhances more, the instructional effectiveness of teachers.

Summary of the data analyzed in Table 1 reveals that male teachers were more at peace with counselling model of supervision than their female counterparts in terms of instructional effectiveness. This is in response to research question 2 and it was hoped that since teaching is flooded by women presently and since most Nigerian men teach just to wait for a better job, the reserve would have been the case (Ugwuanyi and Olokun 2001, Naigara (2004), Awe 1990. On the contrary however Bajah (2007), Obioma and Oluche (2001), and Obioma (2002) were akin to seeing the male sex better school achievers. But it has been established scientifically through standardized intelligence tests that superior intelligence between sexes and within sex is relative. Researchers have also proved that no particular sex has monopoly of absolute superiority (Isichei, 1997); even though the women are unwilling to take the risk of leadership especially in security sensitive jobs (Graham-Grown, 1992).

The result in Table 3 revealed that the calculated value (f-cal) is less than the critical value (f-cv) and as such the corresponding null hypothesis (HO₂) is not rejected. This therefore means that there is no significant difference in the mean instructional effectiveness of male and female teachers exposed to counselling supervision model. This study therefore shows that there is no difference in gender instructional effectiveness.

This result supports the earlier stand point of Walbey and Ahlegreen in Teteh (1999) that aptitude other than gender determines effectiveness and performance of pupils and teachers. Also Brown in Eya (2006) and Inomesia (1987) found out that no difference exists between performance of male and female learners.

The result of interaction presented in Table 3 with respect to hypothesis 3 (HO₃) shows that the calculated value (f-cal) is less than the critical value (f-cv). The corresponding null hypothesis was therefore upheld. This draws the conclusion that there is no significant interaction between gender and model of supervision which could affect instructional effectiveness of teachers exposed to counselling supervision model.

Findings

- Counselling Supervision Model was found to produce more effective teachers in instructional activities than those supervised using the traditional method of supervision.
- There was noticeable difference in instructional effectiveness of male and female teachers exposed to counselling model of supervision.

- There is a significant difference in the mean effectiveness scores of teachers supervised using counseling supervision model and those supervised using the traditional method of supervision.
- There is no significant difference in the mean instructional effectiveness of male and female teachers exposed to counselling supervision model.
- Interaction between gender and model of supervision could not affect instructional effectiveness of teachers exposed to counselling supervision model.

Recommendation and Conclusion

In conclusion therefore, this study revealed that counselling model of supervision positively affects teacher effectiveness and performance in his instructional tasks more than the use of traditional method of instructional supervision. The researcher therefore recommends that

- i. The use of counselling supervisory model be encouraged by all supervisors of instructional activities in our education system.
- ii. State governments should enact and implement policy on instructional supervision emphasizing the use of the counselling model.
- iii. Supervisors of instructions should be trained in the use of Counselling model of supervision.
- iv. The heads of public schools and the proprietors of private schools should disseminate the information and make available to all teachers, this model of supervision through seminars, conferences and workshops organized at some time intervals.

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