

Strategies for Effective Supervision of Instruction as a Correlate for Improved Teachers' Productivity and Students' Academic performance in Ebonyi State Secondary Schools

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Abstract: The study examined strategies for effective supervision of instruction as a correlate for improved teachers' productivity and students' academic performance in Ebonyi state Secondary schools. The population of the study consist of 5082 teachers. Simple random sampling technique was used to select a total 500teachers to form the sample. The instrument for data collection was a self-structured questionnaire. A 15-items questionnaire which sought information from the respondents on the strategies for effective supervision of instruction as a correlate for improved teachers' productivity and students' academic performance in Ebonyi State secondary schools was developed by the researcher. The instrument was validated by three experts, one from Education Administration and Planning (Educational Foundations) and two from Test and Measurement (Science Education) all from Ebonyi State University, Abakaliki. Using the test-retest method and applying the Pearson Product Moment Correlation Coefficient analysis, the reliability of the instrument was established at 0.81. A total of 50 copies of the questionnaire were distributed to the respondents in the 223 public secondary schools in the study area with the help of three research assistants. All the copies of the questionnaire were collected and used for the study. Data collected were analysed using mean and standard deviation while t-test was used to test the only one hypothesis at 0.05alpha level of significance. Any mean score of 2.5 and above were considered as very high extent and high extent, while any mean scores below 2.5 were considered less extent and very less extent. Findings of the study were that retraining of instructional supervisors, adequate staffing for instructional supervision and establishment of instructional supervision unit in schools are all strategies for improved teachers' productivity. One of the recommendations is that government should employ more supervisors as those available cannot effectively perform their supervisory roles as a result of too much workload.

Key words: Strategies • Supervision • Instruction • Productivity • Academic and Performance

INTRODUCTION

Educational institutions and in particular the secondary schools are established to achieve specific purposes. Some of such purposes are to prepare the individual for useful living within society and providing opportunity for primary school leavers to gain admission in higher institutions of learning [1]. These broad purposes cannot be achieved without people piloting the affairs of others in the secondary school system. This is so because the secondary school is the foundation upon which the nation can have steady supply of manpower in

other sectors of the economy. The role of education in the overall development of society has been acknowledged by Federal Republic of Nigeria (FRN) [1] as a catalyst that is capable of engendering national development.

In view of the above, there is need for supervision of instruction for quality output and to enhance teachers' productivity. Quality education presupposes quality teaching and high academic performance of students which invariably is the result of proper supervision of instruction. Great value is attached to quality education and this suggests for reasons why many resources are expended by government to ensure its proper execution.

The quantifiable values attached to education accounts for the reasons nations, organisations and private individuals allocate financial, human and material resources for the provision of qualitative education to the citizens [2]. It is important to note here that the proper utilisation of these resources for achievements of qualitative education demands unequivocally instructional supervision by the principals and head teachers of secondary and primary schools respectively. The reason why principals and head teachers have to supervise classroom instruction is because of its sensitive nature in ensuring greater teachers' productivity and students' academic performance which is the brain child of quality education. Lending his voice to the importance attached to supervision of instruction, Nwana [3] believes that supervision of instruction is imperative following the increasing need to promote quality education as a way of justifying the huge amount spent by parents, government and corporate organisations in funding the sector.

Supervision of instruction according to Ughamadu *et al.* [4] is a way of inducing secondary school teachers to desist from applying wrong procedures in the implementation of school programmes. It is also a process of stimulating occupational growth in a teacher so as to improve on the productivity of that teacher. Therefore, supervision of instruction is the devices applied by the principals in helping the secondary school teachers to apply productive principles, practices and procedures in the implementation of school programmes. It is rightly argued that the principal should checkinquire, find out facts, keep watch, survey, correct, prevent, inspire, guide, direct, diagnose and lead secondary school teachers in their day-to-day classroom activities for enhanced students' academic performance. This collaborates the views of Baffour [5] who stated that supervision incorporates checking, inquiry, fact finding, keeping watch, survey, correction, prevention, inspiration, guidance, direction, diagnosis and leadership which are geared towards improvement of instruction. To Dodds [6] supervision of instruction is a way of helping, advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups with hope of seeking their cooperation in order to ensure that the supervisor is successful in the task of supervision.

Therefore, regular observation of the classroom instruction by the principal is the sure way of ensuring greater teachers' productivity and academic performance of students. Carefully planned and executed supervision of instruction improves efficiency of the teacher, facilitates teaching and learning, effective classroom

management, desire by the teacher to avoid absenteeism, effective time management and promote emotional balance of the classroom teacher which will transcend to students' academic excellence and high tone of the school. Temponi [7] is of the opinion that the activities of the school principal as it concerns supervision of instruction can make or mar the academic performance of the students. He is of the view that the principal do not only supervise the teacher, but also monitors the school guidance counsellors, librarian, health personnel, security personnel and every other employee of the school.

It has been observed by researchers in issues and challenges in education that most principals have abandoned their supervisory role as a result of poor management by government officials. There is inadequate infrastructure, poor teachers' motivation, embezzlement of funds voted of education, and lack of functional vehicles to ease transportation of supervisors to the rural areas. Principals on their own part do not help matters as they do not show commitments to their jobs, receive gratifications to thwart supervisory reports, go to school once or twice a week and engage in private practices. Enaigbe [8] argues that lack of delegation of duties by principals, lack of time, inadequate basic instructional materials, lack of training and orientation in instructional supervision, lack of constant supervision by school heads are all impediments to instructional supervision. Poor academic standard and quality are results of teachers' laxity to carry out instructional supervision [9]. The poor performance of students in public examination such as the West African Examinations may be attributed to poor instructional supervision by principals of secondary schools. There is equally a popular opinion that the performances of students in schools headed by experienced principals are better than that of students in schools headed by inexperienced principals [10].

In another context, both rural and urban principals are expected to be competent supervisors, but male principals appear to be more reliable than the female principals in the performance of supervisory function [4]. Again they seem to have the view that female principals generally perform poorer in supervisory function than the male principals.

In Ebonyi State, the situation where school principals abandon their supervisory role as a result of poor management by government officials is worrisome whereby judging from the conditions and state of most secondary schools in relation to the issues concerning student poor academic performances, teacher attitude and commitment to duty coupled with their ineffectiveness, inefficiency and low productivity, one would say whether

effective internal supervision is not carried out in the secondary schools. This statement is not gender bias because whether male or female principal, rural or urban principal, the poor conditions of secondary schools as it relates to classroom supervision cuts across the state. There is therefore, need to evolve strategies that will improve teachers' productivity and students' academic performance. There have been strategies such as training and retaining of instructional supervisors, adequate staffing for instructional supervision function and establishment of instructional supervision units in schools advanced by Ogunu [11]. However, the extent to which they are strategies for improvement of supervision has not yet been ascertained. This is the crux of this study which needs to be explored.

Statement of the Problem: The inadequate infrastructure, lack of teachers' motivation, embezzlement of funds voted for education and lack of functional vehicles to ease transportation of supervisors especially to the rural areas occasioned by poor management by government officials has greatly affected the supervisory functions of secondary school principals in Nigeria, particular in Ebonyi state. Principals also do not show commitments to their jobs as supervisors, receiving gratifications to thwart negative supervisory report to positive report, going school once or twice a week and engaging in private practices are all indications of poor supervisory functions of principals.

Equally, lack of delegation of duties by principals, lack of proper time management, inadequate basic instructional materials, lack training and orientation in instructional supervision, lack of constant supervision by school heads are all impediments to instructional supervision. Poor academic standard and quality experienced in our secondary schools today are results of principals' laxity to carry out proper and effective instructional supervision.

Similarly, the poor academic performances of students in external examinations such West African Examination in the core subjects like mathematics, English, Igbo, Yoruba and Hausa languages are attributes of poor instructional supervision by principals of secondary schools. The problem of this study is to assess the extent to which strategies evolved by principals has improved teachers' productivity and students' academic performance in Ebonyi state secondary schools.

Purpose of the Study: The general purpose of this study is strategies for effective supervision of instruction as a

correlate for improve teachers' productivity and students' academic performance in Ebonyi state secondary schools. Specifically, the study sought to:

- Find out the extent to which retraining of instructional supervisors is a strategy for improved teachers' productivity in Ebonyi state secondary schools.
- Determine the extent to which adequate staffing for instructional supervision is a strategy for improved teacher's productivity in Ebonyi state secondary schools.
- To explore the extent to which establishment of instructional supervision units in schools is a strategy for improved teachers' productivity in Ebonyi state secondary schools.

Research Questions: Three research questions were formulated to guide the study.

- To what extent is retraining of instructional supervisors a strategy for improved teachers' productivity in Ebonyi state secondary schools?
- To what extent is adequate staffing for instructional supervision a strategy for improved teachers' productivity in Ebonyi state secondary schools?
- To what extent is establishment of instructional supervision units in schools a strategy for improved teachers' productivity in Ebonyi state secondary schools?

Hypothesis: One hypothesis was formulated to guide the study.

H01: The influence of school location on the mean strategies of principals for effective supervision of instruction for teachers' productivity in Ebonyi state secondary schools

Conceptual Framework

Concept of Instructional Supervision: Instructional supervision is the overseeing the classroom instructional activities of the teacher and students by a person called supervisor. It is helping the classroom teacher discover himself in the teaching- learning process. Equally, Ayeni [12] viewed supervision as a process of rendering advice, coaching, guiding, mentoring, motivating, stimulating, growth and over-seeing the action of a given group or individuals with the aim of seeking cooperation in discharging their duties. He is of the opinion that female

principals are sometimes better than their male counterparts and hence maintains that the reason for supervision is to promote the performance of school personnel, with particular emphasis on adopting appropriate and friendly approaches to make better the defect while still improving on their areas of strength for sake of perfection. Thus, the emphasis of instructional supervision is to reposition teaching and learning by improving the circumstances that surround the practice and principles with a view to increase, refine, modify and better the performance of the students which will in transcend to improved teachers' productivity. Instructional supervision roles of the teacher take pre-eminence in the school system in order to ensure that students perform well in their class activities [13]. Supervision therefore, is concerned with the aggregation of many elements, practices, procedures, techniques and conditions that are purposefully planned to facilitate teachers' (Male and female inclusive) effectiveness in the schooling [14].

Educational supervision has the cardinal objective of changing the behaviour of staff in order to better their performances and its consequence on students' academic achievements. In most cases, it is internally arranged by the school head and at times, assisted by other agencies and stake holders. Thus, the question of who is more tactful and effective (Male and female principals) in the performance of supervisory functions often generate controversy [15].

Supervision of instruction is the process of ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out [16]. They further asserted that it involves the use of expert knowledge and experiences to oversee, evaluate and coordinate the processes of improving teaching and learning activities in schools. The recent trends in the education sector occasioned by global technology have necessitated some new dimensions in the supervision of instructions in schools. Some of the major goals of supervision as identified by Bessong and Ojong [17] include: helping teachers to recognise educational issues; responsibilities and opportunities; helping teachers understand the role of the school in the community; assessment of teaching and learning; helping in school management; assessment of the tone of the school and identification of urgent needs of the school; assistance in development of needed competences, helping teachers improve on their instructional techniques; helping teachers coordinate their efforts through effective

participation in group process of democratic relationship; helping teachers plan and develop resources and teaching units in terms of pupils needs; abilities and interests; and equally helping teachers maintain good physical, mental and emotional health in order to enhance their productivity and work commitment; identifying urgent needs in classrooms and schools; create confidence in competent teachers; provide guide for staff development; to coordinate and integrate all educational efforts and materials which will ensure continuity; to know the effectiveness of classroom management by the teachers; helps in inducting beginning teachers into the mainstream of the school system and into the teaching profession. Therefore, supervisors have roles to play in ensuring that effective supervision is carried out in the school for effective and efficient management of the school.

In view of the above, the functions/roles of school supervisors in order to carry out effective supervision includes: making classroom visits; supervising heads of departments and teachers by checking their scheme of work and lesson notes; checkmating teachers classroom attendance; checking absenteeism and rewarding hard working teaches; punishing indolent ones by assigning administrative duties to them as means of encouraging them to do the right thing at the right time; attending professional meetings; holding individual conferences with teachers on problems they propose; leading teaching groups in formulating and developing a common philosophy of education; evaluating and selecting books for pupils; helping teachers organise and develop source or teaching units; giving suggestions or instructions on how to initiate or carry through an instructional unit; interviewing parents or layman regarding educational matters; writing and developing curriculum materials; organising workshops for teachers and planning demonstration teaching [16]. It therefore means that in the management of schools, the school head that is equally regarded as the chief executive, administrative head, school manager or organiser is fully in-charge of supervision in the school for the achievement of educational objectives. In secondary schools, the principal supervises the day to day activities in the school in order to ensure the full realisation of educational goals and the derivation of maximum productivity from the teachers.

Principalship is a well-established position of the chief executive who provides instructional leadership by coordinating curricula, co-curricular programme and is responsible for the general administration of the secondary school [12]. The principals being instructional

leaders are at the vantage position to supervise, monitor, assess, evaluate and disseminate current and relevant information on educational issues and modern teaching techniques to teachers in order to stimulate them for scholarship and best in curriculum delivery. He establishes clearly defined goals for academic achievement and concentrates on the available resources and operations on attaining them. To carry out supervisory roles, the principal adopts continuous and consistent classroom visitation to ensure adequate teaching and learning processes. The principal also carries out routine checks on the teachers' lesson notes and subject diaries; observes classroom instruction; continuously monitor students' progress to determine whether their instructional goals are being achieved; provide feedback on students' performances; motivation of teachers for improved performance; re-enforcement of discipline to ensure peaceful atmosphere; capacity building of teachers for effective service delivery and provision of instructional facilities and materials to enhance quality teaching-learning process [12].

Ofojebe *et al.* [16] highlighted that classroom visitation is one approach to principal's supervision of instruction in his school. It is the process whereby the principal visits the class, discovers what is wrong, evaluates the whole of the classroom teachers' duties in instructional delivery and directs the teacher if need be to change certain methods of teaching. The principal through class visitation might discover something that will help teacher improve instructional programmes, teachers and their methods of teaching, the students and their learning abilities or disabilities, and to observe the entire teaching process [16]. According to them, the principal must have obtained some certain qualities such as being highly experienced exposed to school administration and supervision, possess skills that will enable him/her provide concrete, professional, technical and constructive advice to teachers so that the quality of education in schools may improve; have helpful attitude; and have the enthusiasm to improve teacher professional growth and give proper advice to raise the standard of teaching and learning in the school. Adetula [18] reporting on some studies carried out in Europe, America (Canada and United States of America) and Australia, identified the main goals of a school supervisor to include: to seek insight into leadership process, motivational forces, decision-making processes, goal setting processes, team work and group interaction which in turn leads to effective and functional schools. He further highlighted that the principals make use of

supervisory techniques like: clinical supervision/ classroom observation, micro-teaching, seminars/ workshops and research to improve the conceptual knowledge, skills and competence of teachers and students' learning. During supervision, the principal takes note of the teachers' knowledge of the subject matter being taught, evidence of adequate planning and preparation for the lesson, lesson presentation, teacher personality, questioning techniques, emotional disposition and control, relationship with students, methods and appropriateness of evaluation of instruction, and extent of students of students' participation in the classroom instruction. It is on the above premise that he will be able to offer constructive and professional advice to teachers on how to improve the quality of classroom instruction.

Theoretical Framework: The importance of theories in the explanation of concepts cannot be overstressed theories strengthens an empirical work and equally makes the result of the work more authentic. Theory is an opinion or statement (Assumptions established by reasoned argument in accordance with the laws Peretomode [19]. Ukeje *et al.* [20] defined a theory as a set of interrelated construct (Concepts), definitions and propositions that present a systematic view of phenomena by specifying relations among variables, with the purpose of explaining, and the predicting the phenomena. It is therefore pertinent to discuss some theories in relation to the study.

The Human Relations Theory: The human relations theory was propounded by Elton Mayo, Reethlisberger and Dickson in USA around 1933. The human relations theory was developed as a result of the lapses in the scientific management theory which used human beings as machines in production of goods and services. It was developed to correct the notion that maximum productivity can only be achieved through determining the method of work for employees, determine scientifically the best method, and train workers accordingly. The human relations theory is based on the premise that efficiency, and maximum productivity can be achieved through good relationships between the employer and employee. The theory sees workers as human beings and not just as workers. Therefore, the worker seeks satisfaction primarily by membership of stable working groups. The proponents advocated that effective supervision of instruction and workers participation is a sine qua non for promotion of a conducive climate of

human relations in which work groups could function maximally for great teachers' productivity and improved students' academic performance. In view of the above, a supervisor of instruction is expected to be humane fatherly and knowledgeable to inform the supervisee, of their mission, their expectations and to tell them that they are only theme as helpers not as dictators of terms or arrogant claimers of every knowledge [21].

MATERIALS AND METHODS

The descriptive survey research design was employed for this study. Three research questions and one null hypothesis guided the study. The population of the study consists of all the teachers in public secondary schools in Ebonyi state. There are 5,082 teachers in public secondary schools spread across the three Education Zones in Ebonyi state. Simple random sampling technique what used to select 500 teachers from the entire population and this gave a total of 500 respondents to form the sample size. The instrument for data collection was a self-structured questionnaire tagged "Strategies for effective supervision of Instruction Questionnaire of Scale" (SESIQS). The instrument has two parts, "A" and "B". Part "A" contains the bio data of the respondents, while part "B" dealt with 15 items of the questionnaire which sought information from the respondents on the strategies for effective supervision of instruction in Ebonyi state secondary schools. The instrument which has 3 sections according to number of research questions adopted a four- point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE), Very Low Extent (VLE) and is weighted 4, 3, 2 and 1 respectively. The instrument was also validated by three experts, two from Administration and planning (Educational Foundations) and one from Test and Measurement (Science Education), all from Ebonyi State University, Abakakliki. Using the test re-test method and applying the Pearson Product Moment Correlation Co-efficient analysis, the reliability of the instrument was established at 0.81 using schools outside the area of the study. A total of 500 copies of the questionnaire were administered by the researcher personally to all the respondents in 223 public secondary schools in Ebonyi state. All the copies of the questionnaire distributed were collected and used for the study. Therefore, there was no instrument mortality. Data collected using the three research questions were analysed using mean and standard deviation, while t-test was used to test the one null hypothesis at 0.05 alpha level of significance. Any mean score of 2.5 and above

where considered to very high and highly extent while those blows 2.5 were adjudged as low and very low extent.

RESULTS

Researcher Question 1: To what extent is retraining of instructional supervisors a strategy for improved teachers' productivity in Ebonyi state secondary schools?.

The response from the respondents presented on Table 1 showed that all the listed items had mean scores of 3.44, 3.55, 3.16, 3.18 and 3.48 respectively. All the items had mean rating of not less than 2.5 and standard deviation of not more than 1.00. The grand mean which is 3.36 is equally above the bench mark of 2.5 and this indicates that training of supervisors is strategy for improving teachers' productivity in Ebonyi state secondary schools to a very high extent.

Research Question 2: To what extent is adequate staffing for instructional supervision is a strategy for improved teachers' productivity in Ebonyi state secondary schools?.

Grand Mean 3.57 VHE: Result presented on Table 2 revealed that all the items were to a very high extent since none of the mean scores is below 2.5 benchmark. The grand mean of 3.57 is also an indication that adequate staffing for instructional supervision is a strategy for improving teachers' productivity in Ebonyi State secondary schools.

Research Question 3: To what extent is establishment of instructional supervision unit in schools is a strategy for improved teachers' productivity?.

Result presented on Table 3 showed that all the items were above the benchmark of 2.5 and all the standard deviation were equally above 1.00. The grand mean which is also 3.48 is evidence that the establishment of supervisory unit in schools is a strategy for improving teachers' productivity in Ebonyi state secondary schools to a very high extent.

Summary of data presented on Table 4 above revealed that the t-calculated values are less than t-critical values in all the ten items. Therefore, it was upheld that strategies for effective supervision of instruction as a correlate for teachers' productivity in Ebonyi State secondary schools are not influenced by school location.

Table 1: Mean responses of respondents on extent retraining of instructional supervisors a strategy for improved teachers' productivity in Ebonyi state secondary schools

S/N	Items	\bar{x}	S.D	Decision
1	The relevant knowledge and skills of supervision acquired improved their method of supervision for teachers productivity	3.44	0.59	VHE
2	Seminar will help supervisors to be abreast of current trends in educational supervision for teachers productivity	3.55	0.58	VHE
3	They will also become abreast of teaching and methodology after attending conferences	3.16	0.56	VHE
4	They will also know proper classroom management and apply it during supervision of instruction	3.18	0.74	VHE
5	Training in computer will help supervisors teach teachers how to keep school records	3.48	0.54	VHE
	Grand Mean	3.36		VHE

Key: VHE –Very High Extent

Table 2: Mean responses of respondents on the extent adequate staffing for instructional supervision a strategy for improved teachers' productivity in Ebonyi state secondary schools?

S/N	Items	\bar{x}	SD	Decision
1	Adequate staffing will reduce the workload of supervisors like taking part in conducting examination such as General Certificate of Education	3.65	0.57	VHE
2.	Adequate staffing will increase the number of supervisors and so many schools will be covered within a specified time	3.25	0.73	VHE
3.	Adequate staffing will ensure proper and meticulous supervision of classroom teaching	3.52	0.74	VHE
4.	Adequate staffing will increase the number of supervisors and this will make possible the coverage of the rural secondary schools	3.66	0.81	VHE
5.	Adequate staffing for instructional supervision will aid individualised instructional supervision for teachers' greater productivity	3.77	0.61	VHE

Table 3: Mean scores of respondents on the extent of establishment of instructional supervision unit in schools a strategy for improved teachers' productivity in Ebonyi state secondary schools

S/N	Items	\bar{x}	S.D	Decision
1	The supervisory unit will facilitate prompt implementation of school supervision reports	3.41	0.63	VHE
2	The supervisory unit will check the nature, relevance and adequacy of students' work	3.46	0.57	VHE
3	The staff of the supervisory unit will monitor teaching and learning in the school	3.83	0.37	VHE
4	The staff of the unit will ensure that no class is left unattended to by substituting teachers for cases of approved teacher's absence	3.38	3.32	VHE
5	The unit will be liaising between the school and inspectorate Division to ensure proper teaching and learning	0.72	0.75	VHE
	Grand Mean	3.48		VHE

Table 4: T-test of difference on the mean ratings of male and female principals on the strategies for effective supervision of instruction as a correlate for improved teachers productivity in Ebonyi State secondary schools.

Item	Category of respondents	N	\bar{x}	S.D	t-cal	Alpha	t-crit	Decision
1	Urban	100	3.37	0.813	1.41	0.05	1.96	H_{01} :upheld
	Rural	50	3.48	0.501				
2	Urban	100	3.46	0.503	1.15	0.05	1.96	H_{01} :upheld
	Rural	50	3.42	0.864				
3	Urban	100	2.75	0.887	1.26	0.05	1.96	H_{01} :upheld
	Rural	50	3.15	0.984				
4	Urban	100	3.55	0.498	0.28	0.05	1.96	H_{01} :upheld
	Rural	50	3.45	0.997				
5	Urban	100	3.08	0.816	1.13	0.05	1.96	H_{01} :upheld
	Rural	50	3.20	0.833				
6	Urban	100	3.07	0.888	1.05	0.05	1.96	H_{01} :upheld
	Rural	50	3.34	0.886				
7	Urban	100	3.55	0.499	0.71	0.05	1.96	H_{01} :upheld
	Rural	50	3.61	0.493				
8	Urban	100	3.38	0.666	0.34	0.05	1.96	H_{01} :upheld
	Rural	50	3.41	0.816				
9	Urban	100	3.35	0.567	0.17	0.05	1.96	H_{01} :upheld
	Rural	50	3.37	0.81				
10	Urban	100	3.39	0.667	0.87	0.05	1.96	H_{01} :upheld
	Rural	50	3.15	0.016				

DISCUSSIONS

The results of the findings generally revealed that re-training of instructional supervisors, staffing for instructional supervision and establishment of instructional supervision units in schools are all strategies that will improve teachers' productivity to a very high in Ebonyi State secondary schools. Specifically, result on Table 1 showed that re-training of teachers is an important strategy extent principals have to adopt in supervision of classroom instruction. Re-training of principals in their supervisory functions will go a long way in improving their knowledge and skills of supervision and thereby increase their competency either in their subject field or becoming more effective supervisors and curriculum workers. Organising seminars for principals (Supervisors) to make them become abreast of current trends in educational supervision, teaching methods, becoming more competent in classroom management after training and knowing how to use the computer are all variables under re-training of supervisors that will go a long way in improving teachers' productivity in Ebonyi State secondary schools to a very great extent. This is in line with Ogunu [11] who asserted that much of the growth of the members of supervisory staff can be secured by participating in national conferences and through fellowship that enable them to attend long vacation course. He went further to opine that a part of each members' annual programme should be participation in conferences institutes, and special seminars designed to increase competency either in their subject area or even becoming more effective and efficient supervisors and curriculum designers and implementers.

Similarly, result on Table 2 attested to the fact that adequate staffing for instructional supervision is a strategy for instructional supervision to a very high extent in Ebonyi secondary schools. The variables under this strategy are staffing to reduce workload of supervisors, increase number of supervisors, ensure proper and meticulous supervision of classroom teachers, increase in number of supervisors to make possible for coverage of a wide range of secondary schools especially in the rural areas and will make room individualised instructional supervision for teachers' greater productivity. Inadequacy of supervisors of instruction is a bane of classroom supervision in Nigeria with particular reference to Ebonyi state secondary schools. There is therefore, need to remedy this anomaly for the achievement of the purposes for which secondary schools were established and to enhance teachers' productivity. This should be done through recruitment of qualified and experienced

staffs are supervisors. This is in line with Ogunu [11] who recommended that an efficient mechanism for recruitment into the Federal and State Inspectorate services be designed and put in use as soon as possible. He concluded by saying that only qualified, experienced successful classroom teachers and other educational practitioners should be recruited as inspectors/supervisors.

Equally, result on Table 3 revealed that establishment of instructional supervision units in schools is a strategy for instructional supervision for improved teachers' productivity to a very high extent. Establishment of instructional supervision is imperative owing to the fact that secondary schools are scattered in both urban and rural areas of the state and as such most of the schools are far from the supervisory unit headquarter. There is therefore need to establish instructional supervision units in schools similar to counselling units in each school whose function will be to over-see supervisory activities of supervisors on daily basis and to liaise with supervisory division in all matters relating to teaching and learning process for improved teachers' productivity in Ebonyi secondary schools. This collaborate the view of Ogunu [11] who outlined the functions of the supervisory unit to include: to monitor teaching and learning in the school and ensure that no class is left unattended to substitution of teachers should be arranged for the cases of approved teachers absences; to check the nature, relevance and adequacy of student work; to liaise between the school and the inspectorate division in all matters relating to teaching and learning in the school; and facilitate prompt implementation of school inspection reports.

Also, result on Table 4 indicates that strategies for effective supervision of instruction as a correlate for teachers' productivity in Ebonyi State secondary schools are not influenced by school location.

CONCLUSION

The role of supervision of instruction in attaining the aims and objective of secondary education cannot be overstressed. Supervision of instruction enable teachers discover themselves and the professional advice form supervisors equip them for a more effective and efficient productivity. It is in this regard that strategies discussed above, i.e. training of supervisory personnel's, staffing for instructional supervision and establishment of supervisory unit in schools were all to a very great extent measures to entrance supervision for teachers' productivity in Ebonyi State Secondary Schools.

Recommendations: The following recommendations were made based on the general findings of the study. They are:

- Government should declare state of emergency in supervision of instruction in secondary schools in Ebonyi state and beef up efforts to continually train and re-train supervisors on yearly basis to ameliorate the condition.
- Government should employ more supervisors as those available cannot effectively perform their supervisory role as a result of too much workload.
- Government should as a matter of urgency establish supervisory units in all secondary schools in Ebonyi state as most schools especially those in the hinterland are very far away from the central supervisory unit.

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