

## **Planned Instructional Supervision, a Bivariate Outcome Of Instructional Leadership and Curriculum Planning**

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### **ABSTRACT**

This research study is designed to determine the influence of instructional leadership and curriculum planning on instructional supervision of secondary schools in Emohua local government area, Rivers State, Nigeria. Six research questions and two null hypotheses were posed to guide the study to a logical conclusion. A structured research questionnaire was administered on a sample size of two hundred and fifty-four (254) secondary school teachers in Emohua local government area. Data generated from the research questions and null hypotheses were collated and analyzed using the descriptive statistics, Pearson Product Moment Correlational Statistics (Pearson  $r$ ) and statistical independent t-test of pooled and nonpooled variances. The results of the data analyzed indicated that instructional leadership program has a significant influence on school instructional supervision, and curriculum planning also has a significant influence on school instruction supervision in secondary schools in Emohua. Recommendations were proffered based on the findings to improve instructional leadership, curriculum planning and instructional supervision in secondary schools in Emohua local government area, Rivers State, Nigeria.

### **INTRODUCTION**

The success or failure of any educational enterprise depends among other factors upon the supervision of such enterprise be it a school or an organization. Thus the success of any school achieving its goal and objectives depends on the professional responsibilities and leadership role of the supervisor. In the school system, both auxiliary and trained teachers are faced with various problems. The problems which may be personal, administrative, if not checked could lead to non-achievement of the school predetermined objectives. In view of this, it now becomes necessary that the principal as an immediate supervisor, always available in schools with a supervisory role to play in order to enable the teachers solve instructional problems and the achievement of pre-determined objectives (Babson, 2005).

All teachers, students, educational administrators, planners and policy makers have realized the importance of supervision of instruction as a vital tool necessary for the effective management of school (Anuna, 2004). Supervision of instruction is a tool or instrument needed to enhance quality control and maintenance of standards in the secondary education system throughout Nigeria. In Nigeria today, instructional supervision in the field of education has been and is still a continuous process of personnel guidance based on frequent visits to schools and classroom to give concrete and constructive advice and encouragement to teachers in order to improve the learning and teaching programs in schools.

The principal is first and foremost, the instructional group leader in the school. Providing instructional leadership has been identified as one of the vital role of the principal as the school administrator. Dowian (1983) sees instructional leadership as activities engaged in by one or more persons, group or programme. At the secondary education level, the principal is usually involved in a variety of situations that calls for leadership, planning, organizing, directing, coordinating, controlling and decision-making. The principal of a secondary school setting in Nigeria, as the head of such a system derives his roles, duties from such educational laws, by-law and professional literature that prescribe his duties.

Effective school administration and proper co-ordination of school programs as an organization, supervision of instructions in schools, is one of the fundamental techniques of educational administration necessary for the achievement of educational objectives. With reference to principals' roles in instructional supervision, it can be

strongly asserted that effective supervision in secondary school is based upon the ability of the supervisor to assist in discovering and solving their classroom problems that are aimed at improving and directing teaching/learning process (Nwaogu, 1990). It is necessary to note that in relation to instruction, certain obstacles may constrain the expertise of instructional leadership. Designated principals are not insulated from these obstacles. However, those obstacles can easily be overcome by the principals who have a strong commitment to improving instruction and total educational programme Olaitan (1983).

The principal exists for such purposes that includes facilitation of curriculum planning, determining means of providing differences in teaching techniques, devising and developing techniques for improving teaching methods and procedures. The importance of supervision of instruction at the secondary school level of Nigeria's educational system has been exhibited in clear terms by the federal government of Nigeria including the roles and importance of the services the supervisory and inspectorate arms of the ministry at the Federal Ministry of Education in the National Policy on Education (2004) and the working papers related to the planning and execution of the Universal Basic Education (UBE) Programme nation wide.

It should be noted that the service to education of supervisory activities are now much more recognized in Nigeria because of the recognized needs for improvement of instruction in all secondary schools throughout the country, such as improvement of the curriculum. The modern environment today is constantly experiencing changes, and such changes are featured with science and technology, human affairs, social, cultural and political relations, demands corresponding changes in things taught in secondary schools throughout the country. In reality, if curriculum should properly reflect the time and place making use of it, such a curriculum must keep pace with the changes in that society so that such a change will not result in pointless waste of school funds and scores of disillusioned pupils (Mcdowel, 1977).

Principals have discovered engaging the entire school staff in making decisions which results in more commitment to school reform initiatives. According to Seyfarth (1999), with schools facing increased pressure to improve teaching and learning, the role of principal expanded further to include the responsibility for leading school reform that would raise students' achievement often hinged upon principal ability to create shared vision within the school community and success in implementing organizational structures that engage teacher in shared decision making.

Principals continue to be responsible for the management of schools despite their primary responsibility shifted. One major management responsibility is safety. This responsibility includes ensuring that facilities and equipment are safe and in good working order, the development of overall school discipline policies and the enforcement of those policies, and the assignment of supervisory responsibilities among school personnel. Principals are cognizant of their responsibility to ensure constant supervision of the very young students. As students advance into higher classes, the need for supervision changes as students mature. The responsibilities remains high for older students who are handicapped, who are in areas where the potential for injury is greater such as labs, shops and athletic facilities, and students who are in situations where additional caution is required, Jenliak (2002).

Supervision is an administrative process through which leader ensures that subordinates are all contributing towards effective learning process. Hommock and Owing (1980) stated that supervision attempts to look into the organization of learning programmes, the grouping of students, method of evaluating, reporting and determining students' progress, the content of the curriculum, the teaching method, the philosophy and practicing of discipline, the time schedule, place and procedure of staff meetings, procedures used in parent conference, the study and use of the community resources.

Ogunsaju (1983) contended that supervision can be classified as being positively oriented, democratic and objective in nature, creative and systematic in approach. It also promotes the spirit of finding out facts through experimentations and continuous evaluation. Ogunsaju (1983) defined supervision as all effort designated school officials directed towards providing leadership to teachers and other educational workers in the improvement of instruction. It also involves the stimulation of professional growth and development of teachers, the selection and revision of educational objective, materials of instruction and methods of teaching and evaluation of instruction. Based on the definitions so far made, supervision is concerned with appropriate instructional expectation. It is also a phase of administration which has particular pertinence for the products of educational system.

Supervision has been defined in varied ways. These definitions are either too narrow or broad because of people's perception or bias of the concept. For example, Ogunsaju (1983) states that there is always a difference in perception of supervision by the experienced and inexperienced teachers. The ministry of education, the school, parents and teachers association may strongly believe in efficiency and effectiveness as necessary ingredients for good supervision. Teachers working under these bodies may perceive supervision as the enforcement of protocols. However, the definition of Eye et al (1971) sees supervision as a phase of school administration which focuses mainly on the achievement of the appropriate instructional expectation. This supervision can be perceived as a process of monitoring of the policies, principles and objectives of the institution in order to achieve set goals. It also involves using experts knowledge and experience to oversee, evaluate and cooperatively improve the conditions and methods of instruction programmes in teaching and learning process.

Supervisors are professionals formally designated by organizations to perform supervisory duties. In Nigeria, they are mostly education officers working in the Ministry of Education charged with the responsibility of rendering advisory services for the purpose of academically improving the teachers and students as well as the instructional programmes. Supervision of instruction is defined as that phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectation of educational system supervision of instruction is a subset of supervision; it is both a concept and a process to improve the instruction accorded the pupils (Eye, Netser and Kenel, 1981).

Mbiti (1994) in support of the above assumption, perceived supervision as one of the tactics of efficient and proper management. To him, supervision is the nervous system of an organization. Ozigi (1997) says that the supervision is to have a comprehensive view of the activities and problems of instruction and to assess the extent to which it is fulfilling its basic obligations, the ultimate aim is to improve the overall efficiency and raise the academic standard of institutions. In one statement issued in 1931 by the Department of Supervisor and Director of Instruction of the United States of America, National Association, Supervision was seen as "all activities by which educational officers may express leadership in the improvement of learning and teaching. Such activities as observation of classroom instruction, conduct of teachers meeting and group and individual conferences are clearly, within the meaning of this term. Supervision of instruction is as old as Nigerian educational system. It is obvious that supervision of instruction will enhance effective teaching and learning in Nigerian schools and help to achieve objectives of the National Policy on Education. Thus, supervision helps in improving teaching and learning situations in educational institutions. Through supervision, teachers become acquainted with sources of aids in solving their instructional problem (Fasanmi, 1980). He further asserted that supervision of instruction among other things exists for the purpose of improving instructions through necessary concern for the teaching and conditions of students. Supervision of instruction helps in ensuring that educational policies and laws are properly enforced so that students' performances are enhanced.

#### **STATEMENT OF THE PROBLEM**

Do instructional leadership and curriculum planning have any measurable influence on the planned instructional supervision programs?

#### **PURPOSE OF THE STUDY**

The purpose of this research study is to use instructional leadership, curriculum planning and planned academic instructional supervision program to synthesize a new knowledge which could be used as a contingent resource in program decision making.

#### **RESEARCH QUESTIONS**

- 1). Does instructional supervision relates with school management?
- 2). Does instructional supervision have any bearing on instructional leadership?
- 3). Does instructional delivery have any relationship with instructional supervision?
- 4). Does academic program planning have any influence on instructional supervision?

#### **NULL HYPOTHESES**

- H0<sub>1</sub>:** Instructional leadership has no significant influence on staff unity of purpose?
- H0<sub>2</sub>:** Curriculum planning does not have any significant differences in providing designed framework for institutional supervision.
- H0<sub>3</sub>:** Instructional leadership programs have no significant difference on school instructional supervision?

**H0<sub>4</sub>:** Curriculum planning has no significant influence on school instructional supervision?

**RESEARCH METHODOLOGY**

This research study is a descriptive research survey with a 2 x 1 design matrix consisting of two major components of independent and dependent variables. The independent variables are the instructional leadership and curriculum planning while the dependent variable is the planned instructional supervision program.

The target population for this research study are the secondary school teachers in Emohua local government area of Rivers State, Nigeria. This very population was chosen because the problem of instructional leadership, curriculum implementation and planned instructional supervision programs was observed in this part of Rivers State by the researcher of this study. The total population sample of this study is 254 secondary school teachers selected from a total population of 315 teachers by a stratified random sampling technique.

The research instrument used in this research study is a structured questionnaire designed and developed by the investigator of this research study. The instrument was given to experts in this field of study for proper screening and evaluation. The content and face validity were reaffirmed by this peer instrument review exercise. The instrument was piloted with 42 members of the research population.

The data generated were treated with descriptive statistics, Pearson Product Moment Correlational Statistics, and statistical independent t-test of pooled and nonpooled variances. The SPSS statistical software was used to expedite the data analysis and computer simulations.

**DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

**Table 1: Correlation Coefficient of Instructional Supervision and School Management.**

N	df	Alpha Level ( $\alpha$ )	r-cal	r-crit	Decision
254	252	.05	.07	.1946	Nonsignificant.

\*  $\rho > .05$  Nonsignificant

In responding to research question one, the calculated  $r$  value (.07) at .05 alpha level with df, 252, is less than the critical  $r$  value, i.e.,  $.07 < .1946 =$  nonsignificant at .05 alpha level. To answer the question posed in research question one, the calculated correlational value reaffirmed the fact that the extent of correlation between instructional supervision and school management is very low (.07). Therefore, the result confirmed the fact that there is no significant correlation between instructional supervision and school management.

**Table 2: Instructional Supervision and its bearing on Instructional Leadership**

N	df	Alpha Level ( $\alpha$ )	$\bar{X}_1$	$\bar{X}_2$	$S_1^2$	$S_2^2$	T - cal	t-crit	Decision
254	252	.05	2.08	1.98	0.59	0.73	2.00	1.960	Significant

\*  $\rho < .05$  Significant

In responding to research question two, the calculated t-value is greater than the table value at .05 alpha level and df, 252. i.e.,  $2.00 > 1.960 =$  significant at .05 alpha level. To answer the question posed in research question two, the calculated t-value reaffirmed the fact that instructional supervision has a measurable bearing on instructional leadership.

**Table 3: Correlation Coefficient of Instructional Delivery and Instruction Supervision**

N	df	Alpha Level ( $\alpha$ )	r-cal	r-crit	Decision
254	252	.05	.43	.1946	Significant.

\*  $\rho < .05$  Significant

In responding to research question three, the calculated  $r$  value (.43) at .05 alpha level with df, 252, is greater than the critical  $r$  value, i.e.,  $.43 > .1946 =$  significant at .05 alpha level. To answer the question posed in research question three, the calculated correlational value reaffirmed the fact that the extent of correlation between instructional delivery and instructional supervision is moderate (.43). Therefore, the result confirmed the fact that there is a significant correlation between instructional delivery and instructional supervision.

**Table 4: Academic Program Planning and its Influence on Instructional Supervision**

N	df	Alpha Level ( $\alpha$ )	$\bar{X}_1$	$\bar{X}_2$	$S_1^2$	$S_2^2$	t-cal	t-crit	Decision
254	252	.05	2.30	2.25	0.78	0.79	1.00	1.960	Nonsignificant

\*  $\rho > .05$  Nonsignificant

In responding to research question four, the calculated t-value is less than the table value (t-crit) at .05 alpha level and df, 252. i.e.,  $1.00 < 1.960 =$  nonsignificant at .05 alpha level. To answer the question posed in research question four, the calculated t-value reaffirmed the fact that academic program planning does not have a significant influence on instructional supervision.

#### NULL HYPOTHESES

**H0<sub>1</sub>:** *Does instructional leadership has no significant influence on staff unity of purpose?*

**Table 7: Independent Statistical T-test Result**

N	df	Alpha Level ( $\alpha$ )	$\bar{X}_1$	$\bar{X}_2$	$S_1^2$	$S_2^2$	t-cal	t-crit	Decision	
254	252	.05	2.61	2.09	0.90	0.86	8.70	1.960	Sig.	Reject the null hypothesis

\*  $\rho < .05$  Significant

The result of the independent t-test analysis (pooled variance) is significant at .05 alpha level ( $p < .05$ ). The critical value for t required for the rejection of the null hypothesis at .05 alpha level, df, 252 = 1.960, the calculated t-value = 8.70;  $8.70 > 1.960 =$  significant at .05 alpha level. Therefore, reject the null hypothesis. Thus, instructional leadership program have a significant difference on school instructional supervision.

**H0<sub>2</sub>:** *Curriculum planning does not have any significant difference in providing designed framework for institutional supervision.*

**Table 7: Independent Statistical T-test Result**

N	df	Alpha Level ( $\alpha$ )	$\bar{X}_1$	$\bar{X}_2$	$S_1^2$	$S_2^2$	T – cal	t-crit	Decision	
254	252	.05	2.30	2.12	0.87	0.90	3.00	1.960	Sig.	Reject the null hypothesis

\*  $\rho < .05$  Significant

The result of the independent t-test analysis (nonpooled variance) is significant at .05 alpha level ( $p < .05$ ). The critical value for t required for the rejection of the null hypothesis is 1.960, calculated t-value = 3.00. But  $3.00 > 1.960$  = significant at .05 alpha level. Therefore, reject the null hypothesis. Thus, curriculum planning has a significant influence on school instructional supervision.

**H0<sub>3</sub>: Instructional leadership programs have no significant difference on school instructional supervision**

N	df	Alpha Level ( $\alpha$ )	$\bar{X}_1$	$\bar{X}_2$	$S_1^2$	$S_2^2$	t – cal	t-crit	Decision	
254	252	.05	2.32	2.18	0.85	0.88	2.8	1.960	Significant	

\*  $\rho < .05$  Significant

In responding to research question five, the calculated t-value is greater than the table value at .05 alpha level and df, 252. i.e.,  $2.8 > 1.960$  = significant at .05 alpha level. To answer the question posed in research question five, the calculated t-value reaffirmed the fact that instructional leadership has a measurable bearing on staff unity of purpose.

**H0<sub>4</sub>: Curriculum planning has no significance influence on school instructional supervision?**

Responses	No. of Respondents	Percentage Response (%)
Yes	186	73.2
No	68	26.8
<b>Total</b>	<b>254</b>	<b>100</b>

In responding to research question six, to find out if the curriculum planning provides any design framework for instructional supervision, 73.2% of the respondents said yes while 26.8% said no respectively.

#### DISCUSSION OF FINDINGS

Schools instructional supervision lacked correlation with school management operations. This very result indicated that in the local government areas where this empirical measures was observed, the management settings did not harmonize with the instructional supervision program. This very result is in conflict with the findings of Anunna (2004) which reaffirmed that instructional supervision as a vital tool necessary for the effective management of school.

Instructional leadership had a significant influence on instructional leadership. The findings of this statistical test result was in agreement with the findings of Dorwian (1983) who sees instructional leadership as a strategic element used to enhance the advancement of instructional leadership.

In this very research study academic program planning could not have any measurable influence on instructional supervision. Previous research work cited in this research was not in agreement with this test result. Hommok and Owing (1980) posited that school academic program planning has a measurable significant influence on instructional supervision.

Instructional leadership was observed to have a measurable influence on staff unity of purpose. This test result was in confirmation with Ogunsaju (1983) who contended that instructional leadership has a functional bearing on staff unity of purpose.

#### CONCLUSION

Instructional supervision was not a correlate of school management in this research study. Instructional supervision had a noticeable influence on instructional leadership. Academic program planning had a measurable influence on instructional supervision. Instructional leadership had a bearing on staff unity of purpose. The extent to

which curriculum planning provided designed framework for instructional supervision was significantly quite above average on the percentage measures.

#### RECOMMENDATIONS

Based on the findings of this empirical studies the following recommendations were proffered:

- 1). This research study should be replicated for the occurrence of a better result.
- 2). A comprehensive planning system should be incorporated unto the management of classroom instructional programs to enhance the advancement of secondary school students performance.
- 3). Some in-house teacher professional workshop should be organized among secondary school teachers in the state to enhance a functional correlate between instructional supervision and school management.

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In 1974 the author of this research paper was admitted into Edinboro University of Pennsylvania, Edinboro where he studied Petroleum Geology and earned a B.Sc. degree in June 1977.

In July 1977 the author was admitted into the Teachers College of OklahomaCity University where he did a post-graduate study and specialized in teaching supervision, measurement and evaluation a program he completed with excellence in December 1979 and earned an M.A. Degree.

In January 1980 the author proceeded to the Texas Southern University (TSU), Houston, Texas and undertook a Doctoral Program in University Administration and Planning. This doctoral program was full-time and intensive. At the end of the first year he passed his qualifying examination. Almost at the end of the third academic year the author passed his Doctoral Comprehensive Examination and was offered his doctoral candidacy, an upper academic echelon of the graduate school for the TSU doctoral program.

On the 2<sup>nd</sup> of July 1984, the author defended his doctoral dissertations in University Planning, a moment in history that featured an audience of 2,500 persons in attendance. On the 18<sup>th</sup> of August 1984, Dr. John Nyemaichechi Okendu was born to the guilds of experts in University Administration/Planning. His doctoral dissertation in planning was displayed in the showcase of excellence, school of education, downstairs, for three years after his graduation. Dr. Okendu has his professional membership with American Association of Higher Education since 1983.



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