

THE EFFECTS OF SUPERVISORY CLIMATE ON INSTRUCTIONAL IMPROVEMENT IN AKWA IBOM STATE SECONDARY SCHOOLS

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Abstract

The study was conducted to investigate the effect of supervisory climate on instructional improvement in Akwa Ibom State secondary schools. A survey design was used. The population size was 5225 teachers. Data were collected from a sample of 600 teachers using stratified random sampling technique. The Supervisory Climate and Instructional Improvement Scale (SCIIS) was used for data collection with a reliability coefficient of 0.68 established through Pearson product moment correlation coefficient. Two null hypotheses were stated and tested using simple regression statistics. All hypotheses were tested at 0.05 level of significance. Findings were that test oriented supervisory climate does not have a significant effect on instructional improvement. Human oriented supervisory climate has a significant effect on instructional improvement of teachers. Results indicated that supervisory climate affects instructional improvement. Therefore, the study recommended that principals should be human oriented by showing concern to teacher's needs and problems.

Introduction

One of the most important tasks for school administrators is to establish a climate within which effective teaching and learning can occur. Climate is a necessary link between organizational structure and teacher attitude and behaviour. It is an expression of the quality of environment as perceived by or experienced by members of organization. George and Bishop (1983), found that formal structural characteristics for the schools they studied had an important influence on the way in which teachers perceived the school's climate. The 296 teachers in their study viewed the climate of bureaucratically oriented districts as closed and constricting. Professionally oriented school districts, on the other hand, were viewed as being more trusting and open and producing less anxiety in teachers.

Extrapolating this to Akwa Ibom schools., it is believed that the extent to which the administrators are seen as aloof, emphasizing production and close supervision., setting an example through their own hard work, and showing consideration, that in a large measure sets a climate tone for a school.

The school is held partly responsible for teaching social discipline, helping to motivate pupils to be good citizens and to prepare youths for this world of work. Since the public reaches conclusion about the effectiveness of schools in these matters, the need for effective management becomes necessary. Any form of endeavour, be it social club, business organization or education institution, requires leadership and direction at various levels in order to realize group objectives (Kallus and Kelling, 1989). The thrust of school supervision and the entire activities for the realization of educational goals falls directly on the school administrator. The school administrator plans and organizes every instructional activities including teacher instructional improvement in order to achieve the goals of teaching and learning Leadership is all about three basic elements: the leader, the follower and the situation. In the content of school administration within the framework of supervision, the principal is the instructional leader, the teachers are the followers and the situation is the climate or environment upon which the instructional interaction between the principal (leader) and the teachers (followers) occur.

The instructional supervisory climate significantly determines the success of supervisory activities. In order words, for the principal to achieve a positive outcome from his supervisory role functions, there is need to create an enabling climate in which teachers would appreciate and accept his assistance.

This paper examines various supervisory climates with a view to determine which of these climates is more congruent in instructional improvement among teachers in secondary schools in Akwa Ibom State.

Supervisory Climate and **Instructional Improvement**

One of the essential services that teachers require in the teaching learning process is supervision. Nwachukwu (1988) asserts that supervision is an art of management, the purpose of which is to promote and develop favourable settings of teaching/learning as well as the stimulation, overseeing and appraisal of activities leading to the achievement of instructional goals at a specific quality level. Whatever the principal does in his supervisory interaction with teachers should be such that leads to improvement in classroom instructions.

The school administrator is open to the use of various techniques of instructional supervision to promote instructional effectiveness in schools. Peretomode (1995) and Ogunu (1998) identified the following techniques:

- > Classroom observation;
- > Demonstration teacher visitation;
- > Micro-teaching;
- > Seminar and workshop, and
- > Teachers' conference.

In their work with climate in organizations, Litwin and Stringer (1999), identify seven variables an administrator can manoeuvre to produce a climate:

Structure

The feeling people have about restraints, rules, red tape, and regulations affecting them.

Responsibility

The feeling of being your own boss, free from direct supervision, not having to double-check decisions.

Reward

Being recognized for a job well done, a perception of fairness in rewarding, positive reinforcement.

Risk

The challenge in the job, the emphasis on taking risk as opposed to playing safe.

Warmth

The feeling of good fellowship that prevails in the work atmosphere.

Support

The perceived importance of goals and performance expectations.

Identity

The feeling of being a member of a working team.

These techniques adopted in the supervisory process will yield a multiplier effect in teacher's instructional performance. However, none of these techniques is a panacea to teachers instructional problems; the success to be reckoned from any of these techniques depends on the climate created by the supervisor while using any or all of these techniques. Silver (1983) posits that school climate is the tone, ambience or atmosphere of a school; it is a product of formal and informal group characteristics and other factors in the school environment --a product of interaction between teachers, principals and students in a school.

Instructional climate influences teacher's work behaviour and their ability to accept supervisory instructions of the supervisor. Supervisory climate is subjective because it is based on perception, if teachers perceive their supervisor as antagonistic, they will pay little or no attention to instructional assistance of their supervisors. But if they perceive them as friendly and human oriented, they are most likely to accept instructional advices.

Udoezor (2002) identified two types of instructional climates:

- (i) Task oriented supervisory climate,
- (ii) Human oriented supervisory climate.

Task Oriented Supervisory Climate

A task oriented supervisory climate is one in which supervisor places emphasis on task completion and strict compliance to organization rules without a corresponding emphasis on the

human aspect of the workforce. Such climate is characterized by tension, unfriendliness and negative attitude to work. Denga (1986) associated task-oriented climate with autocratic leadership. The findings of Nwankwo (1979) and Ajibade (1981) revealed that task oriented supervisors do not produce favourable supervisory outcomes. In consonance with the above, Nwankwo (1981) opined that where task oriented climate is operative, teachers expect and accept definite directive and believe that the work must be done. Hence, this climate does not create favourable relationship between the teachers and the principal and thus, hinders instructional improvement in a teaching learning process.

Human Oriented Climate

In the past, supervisory success was measured by the ability to bully, threaten and enforce punishment. Today, the emphasis is on understanding employee development, cultivating positive employee work attitude and problem solving. In human oriented supervisory climate, the human aspect of the supervisee (teacher) is taken into consideration, his inherent potentials are appreciated, his teaching problems are identified and he is assisted to improve his skills, ability and knowledge to become competent on his job. Human oriented climate emphasize participatory and democratic principles. The study by Campbell (1961) revealed that teachers placed high value on those actions of their principals, which seemed to exemplify warmth, mutual trust, friendship and respect. In addition, the findings of Onoyase (1988) indicated that human oriented climate produced the most favourable result in instructional improvement.

Productivity is improved when the workers led, not pushed into doing their best. To attain the goals of instructional improvement, the supervisor must create an environment in which the teachers can grow-both personally and professionally.

Research Questions

The study provides answers to the following research questions:

1. Does task oriented supervisory climate have any effect on instructional improvement?
2. Does human oriented supervisory climate have any effect on instructional improvement?

Hypotheses

The hypotheses were formulated and tested for the study:

(i) There is no significant effect of task-oriented climate on instructional improvement of teachers in secondary schools in AKS.

(ii) There is no significant effect on human oriented supervisory climate on instructional improvement of teachers in secondary schools in Akwa Ibom State.

Methodology

Design of the Study

A survey design was adopted for the study in which a questionnaire was used for data collection.

Population

The population of the study comprises 5225 teachers in public secondary schools in Akwa Ibom State.

Sample and Sampling

A total of 600 teachers constituted the sample for the study drawn using stratified random sampling techniques based on proportion to size from the ten educational zones of the state.

Instrumentation

A twelve-item Likert rating scales questionnaire known as "Supervisory Climate and Instructional Improvement Scale (SCIIS) was used for data collection. The instrument was face validated by experts with a reliability index of 0.069 established through a test-retest reliability method using Pearson product moment correlation coefficient.

Administration and Scoring of Instrument

The instrument was administered by the researcher directly on the principals and all completed questionnaires were returned on the same day. All positive items were scored 4,3,2, and 1 for Strongly

Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) respectively and the reverse for negative items.

Data Analysis Technique

Simple regression analysis was used to analyse the data generated in the study,

Result and Interpretation

Table 1: Summary Data of the Effect of Task Oriented Supervisory Climate on Instructional Improvement of teachers in secondary schools.

SSt	Ssreg	dfsst	dfreg	R ²	F
11081	10927.2	598	1	0.4709	4748.8

Not significant $p > 0.1$.

The computed square of regression coefficient R^2 indicated that 47.09% of the variation in instructional improvement is a resultant negative effect of task oriented supervisory climate. To test the significance of R^2 , F - ratio was computed and found to be 4748.8. The critical F at df of 1, 598 is 6.64 hence, the null hypotheses is retained and the interpretation is that task oriented supervisory climate bears negative effect on instruction improvement of teachers in secondary schools in AI<wa I bom State.

Table II

SSt	Ssreg	dfsst	dfreg	R ²	F
34373.4	334734.8	598	1	0.9738	9971

Significant $p > 0.1$.

The computed square regression coefficient R^2 of 0.9738 indicates that 97.38% of the variation in instructional improvement is resultant of human oriented supervision. The computed f ratio of 9971.44 was tested at df of 1,598 at .01 level of significance. The critical value of F was 6.64 hence, the null hypothesis was rejected. The conclusion drawn is that human oriented supervisory climates has a significant effect on instructional improvement of teachers.

Discussion of Findings

The result of the regression analysis showed that while task oriented supervisory climate bears negative in effect instructional improvement, human oriented supervisory climate has positive effect on instructional improvement of teachers. This finding is not surprising in the face of current realities. Human relation organizational climate results in positive working relationship. This finding lends credence and support to the views of Nwankwo (1981) and George and Bishop (1989), that a positive working relationship between the principal (supervisor) and the teacher (supervisee) must be maintained though a human relation approach in order to achieve effective and efficient instructional delivery. A principal who is task oriented is not supportive and is often regarded by his teachers as autocratic and unfriendly, such organizational relationship does not create a conducive environment where one can seek the ideas and support of their super-ordinate in matters of instructional improvement. On the other hand, a healthy climate frees supervisor and teacher to work more fully on educational matters.

Recommendations

A number of recommendations arise from this findings.

First, principals of schools should adopt more of a human oriented supervisory climate for instructional improvement in their schools. To achieve this, principals should through a friendly interaction (Esprit) with the teachers offer a constructive and consistent advice to teachers so as to mold, enable the teachers to learn and at the same time correct so that their behaviour and performances in classroom instruction in the future will be improved.

Second, principals should encourage teachers to improvise and utilize instructional materials for effective delivery of lessons in order to achieve instructional improvement.

Third, government should organize seminars to train and retrain school administrators on the rudiments of supervision.

Conclusion

The conclusions, arising from the findings of this study are that:

- To use climate effectively, school administrator must have a clear vision of the organisation's tasks and the needs of its people:
- Tasks oriented supervisory climate does not engender instructional improvement; human oriented supervisory climate encourages instructional improvement.

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