

INTERNAL SUPERVISION OF INSTRUCTION AND TEACHER EFFECTIVENESS IN CLASSROOM MANAGEMENT

ODO, MICHAEL EZE & UDU, GABRIEL OBASI CHIDOZIE

Research Scholar, Ebonyi State University, Abakaliki, Nigeria

ABSTRACT

This study investigated the influence of internal supervision of instruction on teacher effectiveness in classroom management in Abakaliki education zone of Ebonyi State, Nigeria. It aimed at empirically establishing the relationship between internal supervision of instruction and teacher effectiveness in public secondary schools. Four research questions were crafted to guide the study. Descriptive survey design was used. From a population of 1110 teachers of Abakaliki education zone as at December 2015, a sample size of 444 representing 40% of the population was drawn using proportionate stratified random sampling technique. Data collected from 354 respondents with valid instrument were analyzed using mean scores, standard deviation, t-test and analysis of variance (ANOVA). Mean was used to answer all the research questions posed in the study while standard deviation was used to determine the variation of the responses. Four null hypotheses formulated were tested using t test and ANOVA at 0.05 level of significance. The study found that internal supervision has a positive and a profound influence on teacher effectiveness in classroom management in Abakaliki education zone of Ebonyi State. It was also discovered that location and years of teaching experience are not significant factors on the influence of internal supervision of instructions on teacher effectiveness, but qualification and gender were found to be significant factors in the teacher effectiveness. The study recommends that instructional supervision should be strengthened in secondary schools by payment of supervision allowances to principals. This could be a catalyst that would spur them to improve on supervision. It is equally recommended that training and re-training of both principals and teachers should be a regular event in the system.

KEYWORDS: Internal Supervision, Instruction, Teacher Effectiveness, Classroom Management

INTRODUCTION

Background of the Study

Teachers occupy a vantage position in all educational systems of the world. They are the central figure in the educational practice. This is because the success of any educational reform to a very large extent depends on teachers in every educational institution. Igboke (2002) supports this idea that teachers occupy a prominent position in the teaching-learning process Nigeria. They are the organizers of learning experiences for students. In this respect, teachers select instructions, design and adopt applicable methods in teaching, effectively manage and direct classroom activities and evaluate students' achievement, among others. They are therefore the bedrock on which teaching-learning rest.

Mkpa (1987) believes that for a teacher to successfully discharge the above responsibilities, such a teacher must possess necessary physical, emotional, psychological and intellectual competencies. Research into internal supervision of instruction (Azodo 1983, Aneke 1987, and Doris 2000 etc.) centre mostly on effectiveness and the competences expected of internal supervisors. Since the teacher contributes significantly to the teaching-learning process, his effectiveness is

perhaps one of the most vital factors affecting the development of education in any system. However, it is believed that the extent to which a teacher achieves the role of developing effectiveness in classroom management is depended on some factors. One of such factors is internal supervision of instructions.

In conceptualizing supervision, Ajayi (1983) defines supervision as an essential component of staff development process. Wiles (1992) conceive supervision to be essentially an in-service activity that exists to help a teacher do his job better. He notes that through supervision a teacher can do more of effective job leadership in guiding the learning activities of his students. For Parthy (1992), supervision is a general expert technical service primarily concerned with studying and improving the conditions that surrounds learning and pupil's growth. Bar (1993) opines that supervision is a task of improving instruction through regular monitoring and in-service education. The foregoing indicates that supervision is concerned with activities that enhance instructional effectiveness and teacher growth in educational practices. On the basis of these definitions, the researcher describes supervision as a set of activities that is carried out within the school set up to improve teaching- learning process.

Wiles (1992) and Johnes (1998) categorise supervision into internal and external. Among these two types of supervision, the present study is focused on internal supervision of instructions. Ndu, Ocho and Okeke (1997) identified techniques of internal supervision of instructions as Classroom Visitation, Observation, Demonstration, Conferences and Evaluation techniques. These techniques are the tools adopted to drive home internal supervision of instructions. They assert that the understanding of the above by the supervisor and the supervisees will definitely improve the quality of educational output for the achievement of goals for which the school is established. It is incumbent on teachers to imbibe the novel approaches such as humour, questioning, gesticulation, improvisation, repetition etc. in teaching methodology mentioned above in the business of classroom activities in order to bring about desired result.

The Federal Republic of Nigeria (FRN, 2004) in her National Policy of Education states the goals of teacher education to include: encouraging further the spirit of enquiry and creativity in teachers among other goals. This document further states that it is necessary for the teacher to be made to enhance commitment to his chosen profession. Obviously, internal supervision of instructions and classroom management are considered imperative for the achievement of the goals stated in the National Policy of Education.

Wiles (1992) describe internal supervision as the supervision of instruction which is carried out by the school principals or headmasters or appointed heads so as to improve teaching and learning. Internal supervision may be conducted on a daily basis. The internal supervisor visits the classroom, examines teacher's teaching materials (lesson notes and other resources); observes the teaching strategies and techniques, and takes note of classroom interaction between teachers and students for the purposes of encouraging teacher effectiveness. Many authors like Eneasator (2001), Obi (2004) and Zuingh (2004) supports the above definition. The description indicates that internal supervision of instructions is concerned with overseeing the work of a teacher directly and regularly with the aim of assisting teachers to improve on their competencies.

HYPOTHESES

The following four null hypotheses were tested at 0.05 level of significance:

H₀₁: There is no significant difference in the mean ratings of teachers in urban and rural secondary schools on influence of internal supervision of instructions in developing teacher effectiveness in classroom management.

Ho₂: There is no significant difference in the mean ratings of male and female teachers on influence of internal supervision of instructions in developing teacher effectiveness in classroom management.

Ho₃: There is no significant difference in the mean ratings of teachers on influence of internal supervision of instructions in developing teacher effectiveness in classroom management based on educational qualification.

Ho₄: There is no significant difference in the mean ratings of teachers on influence of internal supervision of instructions in developing teacher effectiveness in classroom management based on years of teaching experience.

Teacher Effectiveness

The goal of internal supervision of instructions is to improve teacher effectiveness. Bajah (1997) defines teacher effectiveness as the extent to which a teacher achieves the expected educational outcome through the performance of his/her role expectations in the teaching-learning situation. In essence, teacher effectiveness presupposes that a teacher should apply various skills and competencies to bring about effective learning in students. Achunine (1997) states that effectiveness demands that a teacher should have broad, liberal education, sound knowledge of the subject matter, and some pedagogy, sound reflective practical experiences and as well as motivated and committed individuals. Such teachers should possess transferable skills to be able to change their teaching-learning situation. For a teacher to teach effectively, one would believe that the students are learning effectively. Lockheed and Vespour (1991) point out that an effective teacher should possess at least a thorough knowledge of the subject matter being taught as an appropriate repertoire of pedagogical skills and motivations.

In the same vein, Enesator (2001) posits that effective internal supervision of instructions ensures that the supervised should update or acquire new teaching skills, classroom management skills, administrative skills, problem-solving skills and positive attitudes to instructions. This implies that through effective internal supervision of instructions, teachers will be able to acquire the additional knowledge and competencies to be able to cope with new demands, new problems and new challenges. Such internal supervision of instructions is to be conducted on a daily basis.

Eneasator (2001) believes that internal supervision of instructions is adequate to the extent that it expedites actions, establishes communications and serves as a lesson between people who have problems and people who can help. Effective internal supervision of instructions also demands that principals, vice principals or their agents must ensure clear statement of aims and objectives, hierarchy of authority, unity of command, delegation of authority, and division of labour and effective coordination of these elements. In internal supervisory process, the supervisor scrutinizes the teacher's lesson notes, class attendance books, diaries and registers. Belts (2000) adds that the principals or his deputies should also check teachers attendance register, class attendance book, movement book, students exercise book, students assignment books and projects as well as how often the teacher marks students assignment. Other things to be examined are the teacher's way of dressing, attitude to the students, fellow teachers, and heads. All these go a long way to give accurate information about the teachers.

Classroom Management

Under classroom management, the roles of teachers in the class are examined. The school teacher is saddled with the task of overall classroom learning process. These roles are anchored on the efforts of teachers to organize classroom learning process for students towards the realization of students' goals. As a classroom manager, teachers are the most accessible staff to students. By this, the aggregate behaviours of students are usually handled by the class teachers to ensure

that the reputation of the class is not damaged (Enaohwo and Eferakeya, 1989).

Akumah (2002) describes management in relation to classroom as an ability to find or generate information that relates to operation and activities of an organization (school) that will help in decision making. Classroom management is here defined as the process of planning, organizing, coordinating, controlling and leading students to orderliness for the purpose of achieving the best teaching-learning goals. Classroom management can also be seen as a construct that describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviors by students.

Classroom management is closely linked to issues of motivation, discipline and respect and thus remains a matter of passionate debate amongst teachers. Classroom management approach varies depending on the belief a teacher holds regarding educational psychology. A large part of traditional classroom management involves behaviour modification. Rules and regulations are established by teachers. Goodman (2008) opines that rules give students concrete direction to ensure that students' expectations are realized. Teacher's experience comes to bare in the area of application of professional skills and knowledge in the process of teaching-learning. In order words, the interest of a classroom teacher is both academic, disciplinary and control in nature.

THEORETICAL FRAMEWORK

Douglas McGregor (1960) postulates dichotomous views of the attitude of managers towards employees. The assumption of the two theories which are known as theory X and theory Y present diverse perception of the relationships between some managers and their subordinates in an organizational life (Enaohwo and Eferakeya, 1989). These theories are relevant to instructional supervision because if one understands how people in an organization are likely to behave and the actions that are likely to elicit certain forms of behaviour from people, then one will be in a better position to understand how the supervisory behaviour of principals is likely to sustain desirable level of teaching effectiveness from teachers. To use the theory for this study, the principals and other supervisors represents the managers while the students represent the employees.

Theory X (Work/Instruction Centered Approach)

McGregor was burdened on how to increase organizational efficiency and effectiveness and rested his perception on the attitude of human beings to work with the following assumptions.

- That average human being has an inherent dislike for work, and will avoid it if possible.
- Because of this inherent dislike for work, most employees must be coerced, controlled, directed or threatened with punishment to get a job done.
- The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all. Obi (2000) who classified theory X as incompetent teachers and theory Y as competent teachers. An incompetent teacher possesses the characteristics of theory X. Casting (1996) describes an incompetent teacher as lacking in the requisite skill and attitude needed for the overall achievement of educational goals.

Incompetent teachers are characterized by incessant complaints arising from parents, students, teachers and the community. They are identified by disorderliness in classroom management. It is the duty of the supervisor to apply the professional knowledge and skills to salvage this agonizing situation. Mar land (1998) recommends that the supervisor

should exert some degree of authority and influence on the supervised. He should possess some knowledge and teaching skills if he is to exert any influence on the teacher (stimulate teachers to action). He should be democratic in nature so as to give each and every teacher a sense of belonging. He should be an authority in authority.

Theory Y (Employee/Students Centered Approach)

Enaohwo and Eferakeya (1989) present theory Y in a different perspective about the relationship between managers and employees. According to them, McGregor's theory Y is based on the following assumptions.

- The expenditure of physical and mental effort in work is as natural as play or rest. The average human being does not inherently dislike work.
- External control and threat of punishment are not the only means for bringing about organizational objectives. Man will exercise self control and self direction in service in which he is committed.
- Commitment is a function of reward amongst others.

The assumption of theory Y encapsulates the principle of integration. The most important aspect of this principle is the creation of acceptable conditions that will facilitate the attainment of individual and school goals.

To Obi (2000), theory Y is synonymous with competence. A competent teacher is effective and efficient and will always exhibit acceptable organizational behaviour. He or she will always strive to meet the requirements of effective teaching and will always embrace supervision of instruction as being essential for his/her professional growth and development. He or she does not see his or her work as a punishment. Acker (1990) and Goodman (1995) agree with this notion and add that such a teacher discharges his or her duties effectively and satisfactorily. Supervision of a competent teacher will no doubt provide a moment of joy for both the supervisor and the supervised. It is assumed that the supervisor is more knowledgeable than the supervised in both content and pedagogy.

EMPIRICAL REVIEW

Akubue (1981) carried out a study of the in-service needs of secondary school principals in instructional supervision in Enugu Municipal of Enugu State. The study used a sample of 700 respondents. The instrument used for data collection was a questionnaire tagged 'supervisory competencies of principals' (SCOP). Data collected were analyzed using means, standard deviation and chi-square. The findings showed that principals exhibited 70 out of 150 competencies listed for effective supervision. Again the results of this work showed that the internal supervisors lacked competencies for effective supervision. The study recommended in-service education for supervisors of instruction (principals and other categories of supervisors).

Againam (1985) investigated internal supervision of instructions by principals as perceived by teachers in Onitsha education zone of Anambra State. Questionnaires were used to collect data from a sample of 700 respondents. Mean and standard deviation were used to analyze the data. The findings indicated that principals delegated their vice principals or heads of departments to carry out supervision. That notwithstanding, the results showed that the respondents favored internal supervision by principals as having a powerful influence in classroom instructions. The study recommended that principals in addition to delegating responsibilities should some times engage in direct supervision of teachers and provision of additional monetary benefits to motivate them to supervise instructions regularly.

Okafor (1998) investigated the effect of internal supervision on teacher performance. He administered a twenty item questionnaire on a sample of 370 respondents. The respondent's mean ratings indicate that internal supervision of instruction has an overall positive effect on teacher performance. Treatment of the responses to t-test reveals no significant differences between male and female teachers, experienced teachers and novice, qualified and unqualified teachers. In discussing the findings, Okafor notes that since internal supervisors and the teachers are in same school, supervisory interaction between them ought to be more effective. On the basis of the effective internal supervision of instruction, teachers will be able to acquire the additional knowledge and competencies to be able to cope with new demands, new problems and new challenges. He does recommend regular and comprehensive supervision, enhanced principal-teacher relations, and improved school funding and suitable motivational policies as measures that will enhance the validity of internal supervision of instructions.

AREA OF STUDY

This study was carried in Abakaliki education zone of Ebonyi State. Abakaliki education zone is made of four Local Government Areas namely; Abakaliki, Ebonyi, Izzi and Ohaukwu Local Government Areas. The zone is one of the three education zones in Ebonyi state and it is strategically housing the state capital. This status makes Abakaliki education zone significantly in many areas. It is the seat of state government where policies on education and even politics are formulated for other two education zones (Onuke and Afikpo). Therefore, the researcher was challenged to investigate the effectiveness of secondary school teachers in a classroom management as a way to contribute to educational improvement as it concerns teachers' teaching and students' performances in both external and internal examination.

METHOD OF DATA ANALYSIS

Data were analysed using mean (\bar{x}) score, standard deviation, and t-test and analysis of variance (ANOVA). Mean was used to answer all the research questions posed in the study. A criterion mean (\bar{x}) of 2.50 was set for the study. The criterion mean was derived by adding up the scale values and dividing the sum by the member of scale options thus: $4 + 3 + 2 + 1 = 10 \div 4 = 2.50$.

Item with a mean (\bar{x}) score of 2.50 and above was adjudged to have influence on teachers effectiveness in classroom management in Abakaliki Education zone and a mean (\bar{x}) score below 2.50 was adjudged the contrary. Standard deviation was used to determine how the teachers' responses varied. On the other hand, t-test was used to test hypotheses 1 and 2, while ANOVA was used to test hypotheses 3 and 4 at 0.05 level of significance.

RESULTS

Hypotheses 1

Table 1: T-Test Comparison between the Mean Ratings of Teachers on the Influence of Internal Supervision of Instructions on Teachers Effectiveness Based on Location

Variables	N	\bar{x}	SD	T-Cal.	df	T-Crit	Dec.
Urban	201	3.11	0.48				
Effectiveness				1.623	352	1.960	NS
Rural	153	3.19	0.38				
Urban	201	3.09	0.44				
Factors				0.047	352	1.960	NS
Rural	153	3.09	0.42				

Urban	201	2.76	0.45				
Methodology				1.046	352	1.960	NS
Rural	153	2.81	0.41				
Urban	201	2.71	0.39				
Classroom management				2.242	352	1.960	S
Rural	153	2.79	0.37				
Urban	201	2.92	0.31				
Grand Result of Internal Supervision on Teacher Effectiveness:				1.687	352	1.960	NS
Rural	153	2.97	0.29				

Table 1 analyzed the responses of teachers in urban and rural secondary schools on each items of the variables. On effectiveness, it was accepted that there is no significant difference in the mean ratings of teachers based on location with t-calculated value of 1.623 against t-critical of 1.960. The calculated t-value is greater than the critical t-value. The null hypothesis is therefore accepted. This could be seen from table 3 that the calculated value of 1.623 is less than the critical value of 1.960 as it concerns effectiveness. The t-calculated value of 0.047 is less than 1.960 table value in respect to factors influencing internal supervision of instructions at 0.05 level of significance.

Similarly, the analyses of the responses of teachers on methodology show that the t-calculated value of 1.046 is less than 1.960 critical values at 0.05 level of significance. This implies that teachers of Abakaliki education zone accepted the hypothesis. On classroom management, the analysis reveals that teachers in urban and rural secondary schools in Abakaliki education zone differ when they rejected the null hypothesis, stating that the difference is significant. The decision is to reject the null hypothesis if the calculated value is greater than or equal to table value at 0.05 level of significance. Since the grand t-calculated of 1.1687 is less than the critical value of 1.960 at 0.05 level of significance, it means that teachers of Abakaliki education zone accepted hypothesis 1.

Hypothesis 2

Table 2: T-Test Comparisons of the Mean Ratings of Male and Female Teachers on Influence of Internal Supervision of Instructions in Developing Teacher Effectiveness in Classroom Management

Variables	N	\bar{x}	SD	T-Cal.	df	T-Crit	Dec.
Male	162	3.20	0.046				
Effectiveness				2.249	352	1.960	S
Female	192	3.09	0.42				
Male	162	3.11	0.43				
Factors				0.928	352	1.960	NS
Female	192	3.07	0.44				
Male	162	2.82	0.43				
Methodology				1.490	352	1.960	NS
Female	192	2.75	0.44				
Male	162	2.77	0.37				
Classroom management				0.984	352	1.960	NS
Female	192	2.72	0.39				
Male	162	2.98	0.30				
Grand result of internal supervision on teacher effectiveness:				1.990	352	1.960	S
Female	192	2.91	0.31				

Table 2 shows the analysis of various ratings of male and female secondary school teachers on influence of internal supervision of instructions. The analysis indicates that there is a significant difference in the opinion of male and female teachers as it affects effectiveness of teachers. This is clearly shown in table 2 where the calculated value of 2.249 is greater than the critical value of 1.960. The case is different on factors, methodology adopted by internal supervisors and classroom management.

In these three areas, the analysis of the responses of male and female teachers agreed with the hypothesis that there is no significant difference on influence of internal supervision of instructions in developing teacher effectiveness in classroom management. Statistically, the calculated value of 0.928 is less than the table value of 1.960 in respect of influence of factors of internal supervision of instructions on male and female teachers.

On methodology, the calculated value of 1.490 is less than the table value of 1.060. This suggests that the difference in the responses based on gender is not significant. The same applies to classroom management where the calculated t value of 0.984 is less than the table value of 1.960. By this, the analysis indicates that the null hypothesis which states that there is no significant difference based on gender is accepted. Despite the results of individual items in the cluster, the grand responses of teachers in Abakaliki education zone rejected the hypothesis by accepting the opposite. This is shown on table 3 where the grand calculated t- value of 1.990 is greater than the table value of 1.960 at 0.05 level of significance. The decision is that the difference between influence of internal supervision of instructions in developing teacher effectiveness in urban and rural secondary schools is statistically significant as indicated by the mean response of male teachers of 2.98 as against female mean response of 2.91. These mean responses show that influence of internal supervision of instructions is more on the male teachers than the female teachers. Therefore, the null hypothesis which states that there is no significant difference in the mean ratings of teachers on internal supervision of instructions in developing teacher effectiveness in classroom management based on gender is rejected.

Hypothesis 3

Table 3: Summary of Analysis of Variance (ANOVA) for the Mean Ratings of Teachers on Influence of Internal Supervision of Instructions in Developing Teacher Effectiveness in Classroom Management Based on Educational Qualification

Source of Variance	Sum of Squares	df	Mean of Squares	F.Cal .	F.Crit	Dec.
Effectiveness:						
Between groups(qualification)	0.590	3	0.197	1.018	2.60	NS
Within groups	67.676	350	0.193			
Total	68.267	353				
Factors:						
Between groups	1.981	3	0.360	1.137	2.60	NS
Within groups	65.091	350	0.186			
Total	66.172	353				
Methodology						
Between groups	1.799	3	0.600	3.229	2.60	S
Within groups	65.005	350	0.186			
Total	66.805	353				
Classroom management						
Between groups	0.557	3	0.186	1.248	2.60	NS
Within groups	52.092	350	0.149			
Total	52.650	353				

Grand result of internal supervision on teacher effectiveness:						
Between groups	0.784	4	0.261	3.867	2.60	S
Within groups	31.901	350	0.091			
Total	32.685	353				

Table 4: Post Hoc Test (Turkey HSD)

Qualification*	Qualification	Mean Difference (a-b)	Standard Error
HND and others	HND and others	-0.01848	0.05384
	B.Ed and Equivalent	0.02913	0.03476
	M.Ed and Equivalent	-0.23124	0.09060
NCE and Equivalent	NCE and Equivalent	0.01848	0.05384
	B.Ed and Equivalent	0.04761	0.05354
	M.Ed and Equivalent	-0.21276	0.09937
B.Ed and Equivalent	NCE and Equivalent	-0.02913	0.03476
	HND and others	-0.04761	0.05354
	M.Ed and Equivalent	-0.26037*	0.09046
M.Ed and Equivalent	NCE and Equivalent	0.23124	0.09064
	HND and others	0.21276	0.09937
	B. Ed and Equivalent	0.26037*	0.09046

*The mean difference is significant at the 0.05 level

Table 3 presents the analysis of the test of the Analysis of Variance (ANOVA) based on educational qualification. This is categorized into four parts to explain the views of teachers concerning internal supervision of instructions in developing teacher effectiveness in Abakaliki education zone of the state. The grand result obtained from this test shows that the t-calculated value of 3.867 is greater than the critical value of 2.60 at 0.05 level of significance. By this result, the hypothesis which states that there is no significant difference in the mean ratings of teachers on influence of internal supervision of instructions on teacher effectiveness based on qualification is rejected. This difference was further subjected to Post Hoc tests (Turkey HSD) as shown in Table 4. The result indicates that the mean difference is significant on the basis of holders of Masters Degree in education (M.Ed) and its equivalent and Bachelors Degree in education (B. Ed) and its equivalent at 0.05 levels of significance.

The implication of this result is that the influence of internal supervision of instructions is statistically different on teachers on the bases of the type of educational qualification a teacher possesses. This result emerged because the calculated t-value of 3.229 is greater than the F-critical of 2.60. In classroom management, the calculated value of 1.248 is less than table value of 2.60 at 0.05 level of significance. This indicates that there is no significant difference in the mean ratings of teachers based on educational qualification.

Hypothesis 4

Table 5: Summary of Analysis of Variance (ANIOVA) for the Mean Ratings of Teachers on Influence of Internal Supervision of Instructions in Developing Teacher Effectiveness Based on Years of Teaching Experience

Source of Variance	Sum of Squares	Df	Mean of Squares	F. Cal.	F. Crit.	Dec.
<i>Effectiveness</i>						
Between groups(Years of work experience)	0.438	3	0.146	1.316	2.60	NS
Within groups	67.829	350	0.194			
Total	68.267	353				

<i>Factors</i>						
Between groups	0.456	3	0.152	0.809	2.60	NS
Within groups	66.717	350	0.188			
Total	66.172	353				
<i>Methodology</i>						
Between groups	0.257	3	0.086	0.451	2.60	S
Within groups	66.584	350	0.190			
Total	66.805	353				
<i>Classroom management</i>						
Between groups	0.881	3	0.294	1.985	2.60	NS
Within groups	51.769	350	0.148			
Total	52.650	353				
Grand result of internal supervision on teacher effectiveness:						
Between groups	0.094	3	0.031	0.338	2.60	NS
Within groups	32.591	350	0.093			
Total	32.685	353				

Table 5 shows that the calculated t-value of 0.338 is less than the f-critical value of 2.60 at 0.05 level of significance. In essence, since the rule is to accept the null hypothesis if the calculated value is less than the f-critical value, the null hypothesis is therefore accepted; meaning that there is no significant difference in the mean responses of teachers based on years of teaching experience. On each of the variables, the analysis reveals that the individual teachers have reacted in different ways. For instance, the result from the analysis of the ratings of methodology reveals that internal supervision is a significant factor to teacher effectiveness as shown in the table where the f- calculated value of 0.451 is less than the critical value of 2.60 at 0.5 level of significance. On teacher effectiveness, the calculated value of 0.809 is less than the table value of 2.60 as it concerns factors of internal supervision. But on classroom management, the table 5 shows that the calculated value of 1.985 is less than 2.60 critical values at 0.05 level of significance.

CONCLUSIONS

The findings of this study have some overt implications for internal supervision and teacher effectiveness in Ebonyi State. Firstly, internal supervision as obtained in secondary schools in Abakaliki education zone has a lot of influences in developing teacher effectiveness. Secondly, internal supervision of instruction is a necessary mode for classroom management. Thirdly, internal supervision performs the duty of providing guidance in classroom management and instructional delivery. This implies that teachers of Abakaliki education zone and indeed Ebonyi State require regular assistance and directions. The implication of the above is that there is a significant difference on the influence of internal supervision of instructions in developing teachers effectiveness based on gender and educational qualification. This suggests that teaching qualifications can not be ignored in any circumstance for effective teaching-learning to subsist. Since teacher's responses differ equally based on gender, it is necessary to identify the particular gender that is not easily receptive to internal supervision and intensify possible approach that will make them adjust to internal supervision positively. This group includes female teachers as indicated by teachers mean responses in table 2 above.

RECOMMENDATIONS

- Internal supervisors are recommended for in-service training programmes to improve their supervisory skills and

acquire more competencies.

- Secondary Education Board (SEB) should organize regular workshops and seminars on effectiveness related short courses to keep the internal supervisors and the supervisees abreast with new knowledge, new skills, new methodologies, innovations and modernization associated with the challenges of contemporary society.
- Principals should intensify classroom visitations, clinical supervisions, conferences involving all the teachers or a single teacher and to encourage research work amongst teachers.
- There is also need to strength internal supervision units in all the secondary schools by the provision of special allowances to principals as a way of encouraging internal supervision regularly and as at when due. Government should formulate policy on sanctions that would be meted to principals (internal supervisors) who fail to supervise instructions objectively and on supervisees who fail to adhere to supervisory directives.

REFERENCES

1. Abonyi, O.S, Okereke, S.C., Omebe, C.A., & Anugwo, M.A. (2006). *Foundations of educational research and statistics*. Enugu: Fred-Ogah-Publishers.
2. Ajayi, K. (1983). Improving the professional competencies of teachers. *Journal of Education*, 2(I), 80–87.
3. Akumah, E. (2002). Examining the system of financing public school education in Nigeria. *Ebonyi State University Journal of Education*, 1(1), 1-9.
4. Alfonso, R.J. (1981). Instructional Supervision. In R.I, Alfonso, G.R Firth, and R.F Neville (Eds), *Instructional supervision: A behaviour system* (2nd ed.). Boston: Allyn and Bacon Inc.
5. Alu, B.E., Eya, L.O., Odo, C.O., Ede, F.E., & Ugwu, J.C. (2001). *Fundamentals of educational administration*. Nsukka: Chuka Educational Publishers.
6. Anaenyi, B.C. (2000). *An Introduction to supervision of instruction in Nigeria*. Onitsha: Etukokwu Publication Limited.
7. Belts, P.W. (2000). *Supervision studies*. Estover Plymouth: McDonalds and Evans Limited.
8. Castling, A. (1996). *Competency-based teaching and training*. London: Macmillan.
9. Clerk, C.M. (1997). Teachers as designers in self-directed learning. In A Hargreaves and G. Fullan (Eds.), *Understanding teacher development*. New York: Teachers College Press.
10. Eneasator, G.O. (1984). Supervision, a study of the approaches strategies and relevance to educational organization. *Business and Educational Research*, 1(1), 95-104.
11. Eneasator, G.O. (2001). Towards goals oriented management of secondary schools in Nigeria: The place of supervision of instruction. *Journal of Educational Studies and Research*, 2(1), 50-8.
12. Ene, A.C. (2001). The challenges of Educational supervision in Nigeria. *Journal of Educational Studies and Research*, 2(1), 114-124.
13. Eya, P. (2001). Problems and strategies in the implementation of pivotal teacher training programme. *Nigerian*

- Journal of Curriculum Studies*, 8 (1), 22-28.
14. Ezeocha, P.A. (1985). *School management and supervision*. Owerri: New African Publishing Co. Ltd.
 15. Ezeocha P.A. (1990). *Modern school supervision*. Owerri: International University's Press.
 16. Eze, T.E. (1996). *Supervision for teacher's competencies*. Port Harcourt: University of Port Harcourt, Rivers Press.
 17. Federal Republic of Nigeria, (1998). *National policy one education*. Lagos: Federal Ministry of Education.
 18. Federal Republic of Nigeria. (2004). *National policy on education*. Lagos: Nigeria Education Research Development Council (NERDC) Press.
 19. VIgboke, S.A. (2002). The roles of stakeholders in the successful implementation of the free and compulsory primary education cum UBE Scheme. *Ebonyi State University Journal of Education*, 1(1), 10-18.
 20. Marland, N.E. (1998). Emphasizing supervision in teacher development, matters arising. *Frontiers of Teacher Development* 1 (3), 23 – 28.
 21. McGregor, D. (1960). *The human side of enterprise*. New York: McGraw Hill Book Co.
 22. Mgbodile, T.O. (1987). *Strategies in business education*. Awka: Mekslink Publishers.
 23. Obi, E. (2000). The Nigerian teacher and supervision. *International Journal in Education*, 2(1) 34 – 41.
 24. Ukeje, S.T. (1986). Teachers' perspective of effective supervision of instruction. *Journal of Education*, 1(2), 11-17
 25. Ukwuije, R.P.I. (1991). *Educational measurement and evaluation for teachers*. Onitsha: Key Publishers Limited.
 26. Wiles, S.V. (1992). *Fundamentals of instructional supervision* Ontario: Austin Mary.
 27. Wiles, S.V., & Lovell, F.B. (1992). *Supervisory behaviour in schools*. Ontario: Austin Mary.