

## **INTERNAL SUPERVISION OF INSTRUCTION AND TEACHER EFFECTIVENESS IN CLASSROOM MANAGEMENT**

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### **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