

## PDF - PERCEIVED INFLUENCE OF SUPERVISION OF INSTRUCTION ON TEACHERS' CLASSROOM PERFORMANCE - researchcub.infoAbstract

This study investigated the perceived influence of supervision of instruction on teachers' classroom performance in Ijebu-North Education Zone. The population of the study comprised all 852 teachers in the 18 public junior and senior secondary schools in Ijebu-North education Zone. The sample was made up of 155 female teachers and 100 male teachers from 7 secondary schools drawn through stratified random sampling technique. The study was an Ex-post Facto design. The instrument for data collection was Influence of Supervision of Instruction on Classroom Teachers' Performance Questionnaire (ISICTPQ). Three research questions and two null hypotheses were formulated. The research questions were answered using mean and standard deviation while t-test was used to test the hypotheses at 0.05 level of significance. The major findings showed that interaction between teachers and instructional supervisors influences to a great extent teachers' classroom performance. The use of instructional materials suggested by instructional supervisors influences to a great extent teachers' classroom performance. Also, conferences and seminars organized by instructional supervisors influence teachers' classroom performance to a great extent. The opinions of secondary school teachers with more teaching experience and teachers with less teaching experience did not differ significantly with regard to their perceived influence of supervision of instruction on their classroom performance. Also the opinions of male and female teachers did not differ significantly with regard to their perceived influence of supervision of instruction on their classroom performance. Based on the findings, it was recommended that instructional supervisors should always make themselves available and approachable to teachers, the state government should always make provisions of suggested instructional materials by instructional supervisors to teachers to aid class instruction, and there should be adequate funding of conferences and seminars by the state ministry of education for teachers' improvement.

### CHAPTER ONE

#### INTRODUCTION

##### Background of the study

Instructional supervision is a constant process that aims at improving teaching by providing needed services to teachers. Improving teaching is a complex process in which many elements should interact. Teachers are at the center of this improvement process. Their acceptance of instructional supervision and interaction with instructional supervisors provide the catalyst for any supervisory success. The way teachers view the supervision that they are undergoing and think about it is very important in the outcomes of the supervision process.

Supervision has its origin from the Latin word "Super video" meaning "to oversee" (Adenaike and Adebajo, 2000:151).

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