

Nexus between the perceptions of supervisors and supervisees: A panacea for instructional supervision and effectiveness in the 21st-century classroom in Bakassi Local Government Area of Cross River State, Nigeria

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Abstract

This study investigated the nexus between perceptions of supervisors and supervisees panacea as instructional supervision as a means of enhancing teaching effectiveness in the 21st-century classroom in Bakassi Local Government Area of Cross River State, Nigeria. The study employed a quantitative research approach, descriptive design were used. The population of the study comprised 44 public secondary school teachers. Data were collected through questionnaire from 21 teachers purposively chosen from a population of all public secondary schools in Bakassi. The instrument used for data collection was a 40-item questionnaire titled: Perception of Supervisors and Supervisees on Instructional Supervision Effectiveness Questionnaire (PSSISEQ) and analyzed with SPSS descriptive statistic. The results indicated that the attitudes of the superintendents and principals generally were positive toward instructional supervision. For supervisors, classroom observations and feedback were highlighted, whereas for supervisees collaborative support and professional growth were important. The research findings were that the concept of positive instructional supervision makes a substantial meaningful make in the teachers' effectiveness and thus, it is recommended that supportive and collaborative supervisory models should be institutionalized in response to the current educational needs.

Keywords: Perception, supervisor and supervisees, instructional supervision, effectiveness, 21st century classroom.

Background to the Study

In the modern classroom, anything less than student engagement, creativity, critical thinking, collaboration and technology use is just not good enough for our students. Good teachers respond to all learning needs, generate inclusive spaces and innovate in ways that support deep learning. Globally, educational reform efforts emphasize the need for teaching methodologies that prepare students for a changing world. In Australia, the UK and other countries the question of what makes good teaching is professionally developed and inform reflection on practice. The instructional supervision is considered as one of the most important tools to help teachers meet these new demands. Nevertheless, gaps in implementation remain. Teachers frequently have no access to professional development and there is little support in the form of supervision. Therefore, the effectiveness of instructional supervision in terms of improving teaching has not been optimally exploited. Instructional supervision has been identified as a tool to facilitate teachers' acquisition of the required competencies for 21 st century learning which focused on promoting learner centred approach, creativity in lesson presentation and get learners engaged in the classroom (Ategwu, 2022). The effectiveness of instructional supervision is

largely influenced by teachers' perception. Studies have found that teachers are more likely to introduce innovative teaching strategies, reflect on their practices and seek ongoing improvement if they experience support for, and participation in, supervision. In more high performing education systems such as Japan or South Korea supervision consists mostly of peer cooperation, lesson study and joint reflection.

In many Sub-Saharan African nations, the supervisees commonly describe a supervision that is sporadic, autocratic or out of touch with classroom praxis. In Kenya, teachers have complained of the frustration of supervisory visits that are more about fault-finding than professional development. This results in resistance and lack of real engagement with what's going on. Chaula et al. (2024), the teachers who received participatory supervision (i.e. joint planning and co-teaching) were more satisfied with their jobs and demonstrated better delivery of instruction. In Bakassi, the teachers have extra difficulties: too many pupils per class and not enough material. In such settings, the function of supportive supervision is critical; supportive feedback helps teachers implement classroom practices that enhance classroom instruction and which are responsive to student needs. On the other hand, scolding or capricious surveillance can demoralize teachers and delay professional development.

A major obstacle to efficient supervisory instruction is teachers' lack of ability to conduct effective supervision. Ategwu et al. (2022) indicated that teachers tend to view instructional supervision negatively due to its past emphasis on control and evaluation. This perception remains largely unchanged. Mutahi (2016) explained that teachers were reticent in participating in instructional supervision simply because they regarded it as expansion of administration duties, and a supervisor was seen to be a thermometer to an ill teacher, despite a few guardians saying the naked truth between supervisors and supervisee. An issue of great concern in such relation is the trust on between supervisor and teacher; low trust may ruin the process of instructional supervision. Supervision in Education has been a topical issue which has lured the attention of researchers both locally and internationally as reported by Ategwu et al. (2022). One of the reasons is because of bad management worsened by unskilled school leaders. For quite a long as of time, instructional supervision has been considered vital for the operation and effectiveness of school systems, an argument which is underscored by Adie et al. (2024). Specific behaviors and practices characterize good supervision, but despite challenges it would appear that supervisors who view supervision as a developmental resource tend to maintain better supervisory habits. Reflective discourse for teachers by supervisors and role modeling contribute to quality teaching, motivation and learning engagement (Musa & Mwakalebela, 2022). These findings highlight the need to shift supervisory behaviours in Cross River state from blaming to fostering and supportive orientation.

Throughout the world, educational supervision is increasingly being viewed as a vehicle for enhancing teaching and learning. This movement in the literature also has been hailed as a fundamental shift beginning from one of instructional management to instructional leadership, where leaders work collaboratively with teachers and provide them more autonomy including greater professional development programming that will further their skills (e.g., Darling-Hammond & Villasanta, 2011; Leithwood & Seashore Louis, 2012). Research in these two domains also reveal that supportive supervision comprising active feedback, peer coaching and school-based support influence teacher's efficacy and students' performance (Tarimo & Lekule, 2024; Chaula, Lawrent & Warioba, 2024). Unlike many systems of education in sub-Saharan Africa, they continue to make scarce use of inspections-based models of supervision. These models often focus so strongly on compliance (both managerial and instructional) Minimal attention is paid to developmental feedback or teacher

collaboration. Published data from Ghana and Nigeria indicate that monitorial practices are not only haphazard but also hierarchical and detached from the actual needs of teachers, which have resulted in low Teacher Morale and atrophic professional development (Instructional Supervision and Teachers' Efficacy Study, 2024).

Statement of the Problem

Supervision is known to be of strategic importance in the 21st century schools, as it shapes both the quality of instruction offered and students' outcomes as well overall school performance. While it is commonly associated with assessment, an increasingly held perception is that it is a supportive, developmental process which encourages creative teaching. But, in practical terms at least it hardly gets any closer than a still-distant ideal. The process of supervision is beleaguered with myriad challenges in most sections of the secondary school system, not excluding Cross River State where there is scarcity of resources and external supervisors lack professional training and teachers have very limited opportunities for professional growth. In the worst case, supervising capacities may also be challenged to advice and mentor, eventually teachers will experience that they're held to task rather than feeling supported. And that disconnect creates an environment in which instructional supervision is not about growing or getting better. The 21st century school needs in its education for the digital age aspects such as technology integration, student-centered perspectives and critical thinking led to changes related to supervisory practices. The traditional "inspection-based" approach does not facilitate the acquisition of these new competencies. Beside that, no obvious feedback mechanism and less teacher-involvement in the supervision would make such practice less effective which could hardly improve teaching quality. Nowhere is the divide between policy and practice more pronounced than in urban secondary schools such as those found in Bakassi. And under the contemporary classrooms lens, there are some emerging questions about whether supervision is valid. If we do not have an understanding of what both the supervisors and the supervisees believe to be the purpose or process of instructional supervision, our work in improving teaching will only skim the surface. This study aims to bridge this gap by examining the nexus between perceptions of supervisors and supervisees: A panacea for instructional supervision and teaching effectiveness in the 21st century classroom in Bakassi Local Government Area, Cross River State, Nigeria.

Purpose of the study

The main purpose of this study was to examine the nexus between the perceptions of supervisors and supervisees: A panacea for instructional supervision and teaching effectiveness in the 21st century classroom in Bakassi Local Government Area, Cross River State, Nigeria.

Research Objective

1. To examine the perception of supervisors regarding instructional supervision and its impact on teaching effectiveness in the 21st-century classroom.

METHOD

This study adopted a quantitative methods approach. The study employed a descriptive survey design. This design was appropriate for collecting data from a large group within a specific timeframe and

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allowed the researcher to describe current conditions without manipulating variables. The descriptive design was particularly effective for obtaining opinions and perceptions of both supervisors and supervisees regarding instructional supervision practices. The target population for this study comprised 44 public secondary school teachers out of 4 schools in Bakassi Local Government Area. Simple random sampling were used to select 21 teachers from the four (4) public secondary schools in the study area. Questionnaire on perceptions of supervisors and supervisees on instructional supervision effectiveness (QPSSISE) was used for data collection. The questionnaire was reviewed by two education experts familiar with instructional supervision practices. For reliability, Cronbach's alpha was calculated to assess internal consistency, and values above 0.7 were deemed acceptable. Participants were given time to respond independently, and the completed questionnaires were hypothetically retrieved by the researcher. The data were analyzed using Descriptive statistics such as means and standard deviation.

Descriptive Analysis of Supervisors' and supervisees Perception of Instructional Supervision result.

How does supervisors and supervisees perception relate to instructional supervision effectiveness.

Items	Minimum	Maximum	Mean	Std. Deviation
I receive useful feedback from my supervisor after classroom observation.	1	5	2.35	.209
My supervisor is supportive during instructional supervision sessions.	2	5	4.00	.145
Instructional supervision at this school is conducted fairly.	2	5	4.30	.193
There is consistent follow-up support after supervision.	2	5	3.90	.176
Supervisors involve me in collaborative planning of teaching and learning activities.	1	5	3.85	.284

table summarizes responses to five statements assessing the quality and nature of instructional supervision in the school. These results were obtained using a structured questionnaire with Likert-scale items, where respondents rated each statement on a scale from 1 (strongly disagree) to 5 (strongly agree). The responses were analyzed using descriptive statistics in SPSS, specifically by calculating the mean and standard deviation for each item.

The mean scores suggest that most teachers perceive supervision positively in several areas. For instance, the highest mean (4.30) indicates a strong agreement that instructional supervision is conducted fairly. Similarly, high means for supervisor support (4.00) and consistent follow-up (3.90) reflect generally favorable views in these areas. However, the mean score for receiving useful feedback after classroom observation is significantly lower (2.35), pointing to a potential weakness in the feedback process. The item on collaborative planning (mean = 3.85) also shows a relatively high standard deviation (1.268), suggesting that experiences vary widely among teachers (supervisees).

While the overall perception of instructional supervision is positive particularly in fairness, support, and follow-up there are critical areas for improvement. Specifically, enhancing the quality of feedback and ensuring more consistent teacher involvement in collaborative planning could strengthen supervision practices and contribute to professional growth and instructional effectiveness.

Discussion of Findings

The quantitative findings of this study strongly support the idea that instructional supervision, when positively perceived, contributes meaningfully to classroom effectiveness and the professional development of teachers. The supervisor's perception that regular classroom visits and constructive feedback improve teacher performance is in tandem with the findings of Chaula et al. (2024), who reported that instructional supervision significantly enhanced teachers' professional competencies and improve the quality of supervisors in carrying out effective instructional supervision.

Conclusion

The research concludes that instructional supervision plays a vital role in enhancing the quality of education when it is perceived as supportive, developmental, and collaborative. Adults need to be coached the same way since those that take time to watch teachers teach, provide immediate action-choice feedback, and engage teachers in conversations about their teaching such that it is the subject of reflective discussions help drive teacher learning and student performance. Indeed, results of our prediction that the attitudes toward supervision are only weakly correlated with satisfaction and effect change in classroom behavior do support our expectation that attitudes are valid predictors for supervisors' perceived effectiveness. Therefore, perhaps we need to rethink supervision in a more inclusive and constructive model of or for 21st century education.

Recommendations

Consistent with the findings of this study, it would be expected that educational management authorities and head teachers adopt the practice of ensuring induction was accompanied by continuing professional development. Workshop, in-service and mentorship programme being organized should be institutionalized so that teacher will have the skill to deliver with modern pedagogical approach.

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