
**INVOLVEMENT IN DECISION MAKING AND INSTRUCTIONAL SUPERVISION
AS CORRELATES OF TEACHER EFFECTIVENESS IN PUBLIC SECONDARY
SCHOOLS IN EKITI STATE, NIGERIA.**

By

OLADIMEJI, ADEBIMPE HELEN ¹

bimsoj2011@gmail.com

+2347069761389

OLUJIDE AKINWUMI AFOLABI Ph. D ²

olujide.afolabi@fuoye.edu.ng

+2347062329554

Orcid Id: 0009-0008-7791-9687

OLUSOLA, F. Oluwaseun ³

+2348148940121

DEPARTMENT OF EDUCATIONAL MANAGEMENT ^{1&3}

FACULTY OF EDUCATION

EKITI STATE UNIVERSITY, ADO-EKITI

DEPARTMENT OF EDUCATIONAL MANAGEMENT AND BUSINESS STUDIES ²

FACULTY OF EDUCATION

FEDERAL UNIVERSITY, OYE-EKITI, EKITI STATE

Abstract

The study examined the relationship between involvement in decision making and instructional supervision as correlates of teacher effectiveness in public secondary schools in Ekiti State, Nigeria. The descriptive survey research design was adopted in the study. The population of the study consisted of all public secondary school principals and teachers in Ekiti State. The sample for the study consisted of 540 teachers and 27 principals selected from 27 public secondary schools in Ekiti State. The sample was selected using multistage sampling procedure. Data for the study were collected using two self-designed instruments tagged “Involvement in Decision Making and Instructional Supervision Questionnaire” (IDMISQ) and “Teacher Effectiveness Questionnaire” (TEQ). The instruments were validated by experts in Educational Management and in Tests and Measurement. The reliability of the instruments

was done using test re-test method. The scores from both administration were analysed using Pearson's Product Moment Correlation statistics which yielded reliability coefficient value of 0.87 for IDMISQ and 0.79 for TEQ. The data collected through the instruments were analysed using descriptive and inferential statistics. The hypotheses were tested at 0.05 level of significance. The finding of the study revealed that there was significant relationship between involvement in decision making and teacher effectiveness. The finding of the study also revealed that there was significant relationship between instructional supervision and teacher effectiveness. Based on the findings of the study, it was concluded that involvement in decision making and instructional supervision influence teacher effectiveness in public secondary schools in Ekiti State, Nigeria. Based on the findings of the study, it was recommended that Principals should prioritize instructional supervision as a key component of their leadership practices. This can include conducting regular classroom observations, providing constructive feedback, and offering targeted support and professional development opportunities for teachers. Principals should articulate a clear vision for the school and involve teachers in goal-setting processes.

Keywords: Involvement in Decision Making, Instructional Supervision, Teacher, Effectiveness, Secondary School

Introduction

Education represents the paramount institutional framework within a nation. It significantly contributes to the advancement of any country, providing the foundation for national self-sufficiency. The significance of education for humanity cannot be overstated (Ehinder and Ajibade 2016; Ibrahim 2017). Educators assume a crucial role in the realization of the school's goals and objectives through the adept execution of the curriculum. Consequently, the importance of teacher effectiveness is profoundly significant.

Teacher effectiveness pertains to the extent to which educators fulfill their pedagogical responsibilities within educational institutions, possessing the potential to either facilitate or hinder the attainment of the school's objectives. It has emerged as one of the "principal metrics employed to evaluate the efficacy of any educational establishment. Teacher effectiveness encompasses the interplay of the educators' physical, intellectual, and psychological engagement with learners, the pedagogical competence of the instructors, and the social requirements of the students. Effective educators are individuals who adhere to the regulations established by the school administration, endeavoring to navigate these guidelines by operating within their own framework while maintaining compliance, thus serving as a conduit between the school authorities and the student body while ensuring adherence to defined protocols. Moreover, an effective teacher is characterized by cooperation, leadership attributes, punctuality, and the fostering of amicable relationships with both colleagues and students. Aina, Olanipekun, and Garuba (2015) characterize an effective teacher as one who intellectually stimulates, motivates learners, establishes elevated standards, and promotes self-

directed learning. Effective educators are indispensable for enhancing student learning outcomes. Consequently, effective teaching should cultivate in learners the capacity to think analytically, maintain intellectual curiosity, possess cultural awareness, be employable, and exhibit leadership potential.

The manifestation of teacher ineffectiveness can take various forms, ultimately resulting in subpar educational outcomes for students. Learners under ineffective educators may demonstrate minimal academic progress over time, failing to achieve established learning milestones and lagging behind their counterparts. Educators who encounter difficulties in classroom management may struggle to uphold discipline, resulting in disruptions, unruly behavior, and a disordered learning atmosphere. Teachers who lack a robust understanding of their subject matter may find it challenging to deliver accurate explanations, respond to inquiries, and effectively guide students. Ineffective educators might neglect the unique learning needs and capabilities of their students, resulting in a failure to differentiate instructional approaches. It is critical to acknowledge that teacher ineffectiveness may stem from a confluence of factors, including personal obstacles, insufficient support, inadequate training, and external pressures. The ineffectiveness of teachers, as discerned through the experiences and observations of the researchers in secondary educational settings, may be attributable to several teacher effectiveness (quality of teaching) variables that remain unaddressed, such as inadequate classroom management, a lackadaisical approach to student discipline, poor teacher-student interaction, ineffective instructional delivery, insufficient mastery of subject content, inadequate communication skills, and a generally negative attitude toward teaching.

Classroom management constitutes an essential element of teacher effectiveness. It appears that classroom management is one of the overlooked domains within our secondary educational institutions, despite the reality that the success or failure of any teaching and learning endeavor hinges upon the manner in which classrooms are organized and governed.. The ineffective management of the classroom environment can adversely affect the overall functioning of the educational institution, particularly concerning the academic performance metrics of the school. Discipline has been identified as a critical variable influencing teacher effectiveness. It is understood that discipline arises from the dynamic interactions between educators and students that foster self-regulation and respect for authority (Sunday-Piaro, 2018). This concept involves establishing and maintaining rules based on mutual understanding of boundaries that must not be transgressed. Presently, there is a notable trend of students violating these boundaries, exhibiting violent behaviors within classrooms, and demonstrating extreme misconduct. The interaction between teachers and students plays a pivotal role in educational settings and serves as an indicator of teacher effectiveness. Such interactions form the foundational framework for the educational process. A positive teacher-student relationship may be particularly beneficial for students facing behavioural and learning challenges” (Aina, Olanipekun & Garuba, 2015). Nevertheless, it has been observed by the researchers that many educators lack the opportunity to engage meaningfully with their students. Consequently, this

leads to a situation where numerous students feel constrained in approaching their teachers for clarification regarding academic activities.

Maintaining student engagement and interest is frequently a demanding endeavour and can be enhanced by the teacher's mastery of the subject matter, which in turn may affect their pedagogical approach. Mastery of subject matter pertains to the educator's comprehensive and profound understanding of the content, which influences their ability to grasp students' learning difficulties and conceptualizations of the subject. Khwaja (2014) emphasized that subject knowledge is an essential component of high-quality teaching and student learning, asserting that educators "cannot teach well what they do not know. This implies that to effectively instruct a subject, an educator must possess a thorough understanding of the subject and be specialized in their respective teaching domains. The researcher's personal experience and observations indicate that while public secondary school teachers are often specialized, some rely on outdated content knowledge.

The researcher noted that a significant proportion of teachers exhibited a lack of computer literacy and were often not inclined to utilize the internet to acquire new insights regarding their teaching subjects; instead, they persist in delivering the same content using identical instructional materials year after year, relying on rote memorization and demonstrating insufficient confidence in their subject knowledge to foster an environment conducive to inquiry-based learning. It appears that some educators merely provide information that fails to engage students' interests in the educational process.

The instructional methods employed during the teaching-learning process are likely indicative of a teacher's level of preparedness. The researcher's experiences and observations as an active educator suggest that certain teachers arrive inadequately prepared and have not meticulously planned their lessons, with some educators attending classes in a disorganized and stressed state due to a lack of preparation or tardiness, which adversely affects the quality of instructional delivery. It seems that educators often employ teaching strategies that appear convenient to them, with some resorting to the lecture method without evaluating its appropriateness concerning the subject matter, age group, capabilities, or the specific classroom context of the students.

Educators hold a pivotal position in determining the extent to which desired educational outcomes are realized. Observations conducted over the preceding decade have indicated a decline in the enthusiasm and commitment of educators to their responsibilities within educational institutions, traits that once epitomized the teaching profession. It appears that educators are not fully engaging in the teaching-learning process (Ekundayo, 2015). Recently, teachers have exhibited counterproductive attitudes towards fulfilling their professional obligations. They arrive late to school, display disrespect towards school authorities, and engage in activities that detract from their teaching responsibilities. When instruction occurs, they demonstrate insufficient mastery of their subject areas, fail to conduct regular assessments for learners, neglect to maintain accurate performance records, exhibit a lack of diligence in their duties, and instances of indiscipline have persistently impeded not only the achievement

of educational goals but also the quality of education imparted to students. This investigation, however, focuses on the managerial functions of school principals as a significant determinant of teacher efficacy.

The responsibilities of a school principal predominantly revolve around administration. The management and continuity of secondary education fall under the purview of the principals, a task that is not always straightforward to execute with precision and thoroughness. The significance of principals in the administration of secondary schools in Nigeria cannot be overstated. As the leader of a cohort of educators within the school system, the principal's role involves engaging with teachers to enhance the teaching and learning experience. Management within the educational context pertains to how school principals oversee the educational resources allocated for institutional use, as well as their regulation and student engagement.

The principal bears the responsibility for executing educational policies within the institution through the deliberate and optimal use of both human and material resources to ensure the attainment of school objectives. Specifically, the responsibilities of the principal encompass establishing a conducive school climate and culture; enhancing curriculum and instructional practices; ensuring the provision and upkeep of school facilities; and overseeing instructional supervision” (Egboka, Ezeugbor & Enueme, 2013). The principal is also regarded as the individual on whom the success or failure in achieving school objectives is contingent. This is due to the principal's responsibility for articulating school goals that align with educational objectives, assessing tasks, and delegating responsibilities to staff (teachers) based on their specialized areas and expertise.

Participatory decision-making represents one of the contemporary management approaches that facilitate stakeholder engagement in the decision-making process. By its very nature, participatory decision-making ensures sustainable implementation. It enables the mobilization of local resources, reconciles diverse interests, and secures consensus among all stakeholders regarding the approach to addressing priority concerns. It is important to note that teacher participation in school decision-making is among the recommendations of school-based management policy (Abdullahi & Tijani, 2019; Francis & Oluwatoyin, 2019).

Educators can assume a more significant role in the comprehensive achievement of the educational institution when they are dedicated to being proactive contributors in the decision-making framework. This illustrates that the inclusion of educators in the decision-making process enhances both the calibre of decisions made and the efficacy of the institution's educational objectives. Adeyemi, Dumade, and Fadare (2016) demonstrated a substantial correlation between participatory decision-making and job efficacy. The researcher's personal observations indicate a critical issue regarding the engagement of educators in decision-making processes. Certain school administrators tend to make decisions autonomously, neglecting to involve educators. As a result, the restricted participation of teachers in school decision-making has raised significant concerns within secondary educational settings. Engaging teachers in the decision-making process could alleviate the numerous challenges faced by principals, as a

collective pool of ideas could facilitate intellectually sound solutions to issues that might otherwise remain unresolved by principals acting in isolation.

Oyewole (2014) articulated supervision as the mechanism for fostering enhancement in the teaching-learning paradigm through a collaborative framework of activities and democratic interactions among individuals engaged in educational objectives. Clark (2015) and Walker (2016) asserted that supervision entails the improvement of instructional practices through systematic monitoring and evaluation. Oyewole (2014) characterized instructional supervision as a method of enhancing educational delivery for the advantage of learners. He emphasized that instructional supervision promotes optimal learning experiences by ensuring that teaching and learning are interrelated processes. Nzabonimpa (2011) found that instructional supervision fosters better teacher-student relationships, reduces levels of stress, boosts self-confidence among learners, and enriches knowledge. Furthermore, supervision is perceived as the guidance provided by a senior professional to a junior individual or a group of individuals operating within the same professional domain. The absence of adequate supervision for educators can detrimentally impact instructional effectiveness, resulting in an incomplete realization of educational objectives. This deficiency may also contribute to a decline in instructional quality and, consequently, a lack of commitment among teachers to their roles, leading to diminished effectiveness within schools. In public secondary educational institutions, it has been noted that certain school leaders, in their capacity as instructional supervisors, often fail to allocate sufficient time for the supervision of instructional activities, including the review of educators' lesson plans, which are critical for successful lesson execution. The scenario where educators produce lesson notes with minimal scrutiny, without thorough oversight to ensure positive pedagogical outcomes, results in subpar classroom instruction, inadequate assessment of student performance both during and at the conclusion of the academic term, "inappropriate selection of teaching methodologies, ineffective utilization of instructional aids, and insufficient supervision of students' extracurricular engagements, among other issues. All these identified challenges contribute significantly to the ineffectiveness of educators.

Purpose of the Study

The study examined the relationship between involvement decision making and teacher effectiveness in public secondary schools in Ekiti State, Nigeria. The study further examined the relationship between instructional supervision and teacher effectiveness in public secondary schools in Ekiti State, Nigeria.

Research Hypotheses

The following null hypotheses were formulated:

1. There is no significant relationship between involvement in decision making and teacher effectiveness in public secondary schools in Ekiti State.

2. There is no significant relationship between instructional supervision and teacher effectiveness.

Methodology

The descriptive survey research design was adopted in the study. The population of this study consisted of all public secondary school principals and teachers in Ekiti State. As at the time of this study there were 205 public secondary schools in Ekiti State with 9,101 teachers (Ekiti State Teaching Service Commission, 2024). The sample for the study consisted of 540 teachers and 27 principals from 27 public secondary schools in Ekiti State. Data for the study were collected using two self-designed instruments. These include: Involvement in Decision Making and Instructional Supervision Questionnaire (IDMISQ) and “Teachers’ Effectiveness Questionnaire (TEQ). The IDMISQ consisted of section A and B. Section A sought for background information of the respondent while section B contained 10 items on Involvement in Decision Making and Instructional Supervision. The Teachers’ Effectiveness Questionnaire (TEQ) comprises three section A, B and C. Section A contained items on the bio – data of the school principal. Section B contained items on the bio – data of the teacher to be assessed and was completed by the researcher while section C consisted of 25 items which elicited information on teacher effectiveness. Face and content validity was used for the study. The instruments were validated by experts in Educational Management and Tests and Measurement. The reliability of the instruments was carried out using test re-test method and a reliability coefficient value of 0.87 for IDMISQ and 0.79 for TEQ. The data collected from the administration of the instruments were analysed using Pearson’s Product Moment Correlation to test hypotheses 1 and 2. The hypotheses were tested at 0.05 level of significance.

Results

Hypothesis 1: There is no significant relationship between involvement in decision making and teacher effectiveness.

In testing this hypothesis, data on involvement in decision making were collected from the responses of the respondents to items under Section B of IDMISQ (item 1-5) in the questionnaire. Data on teacher job effectiveness were collected from the responses of the respondents to items under Section C of TEQ (item 1-25) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 levels. The result is presented in table 1.

Table 1: Relationship between involvement in decision making and teacher effectiveness

Variables	N	Mean	Stand Dev	r cal	pvalue
Involvement in Decision Making	529	16.67	1.66	0.510*	0.000
Teacher Effectiveness	529	87.72	4.71		

*P<0.05

Table 1 showed that the r-cal value of 0.510 is significant at 0.05 level of significance because the P-value (0.000) < 0.05. The null hypothesis is rejected. This implies that there was significant relationship between involvement in decision making and teacher effectiveness.

Hypothesis 2: There is no significant relationship between instructional supervision and teacher effectiveness.

In testing this hypothesis, data on instructional supervision were collected from the responses of the respondents to items under Section B of IDMISQ (item 6-10) in the questionnaire. Data on teacher job effectiveness were collected from the responses of the respondents to items under Section C of TEQ (item 1-25) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 levels. The result is presented in table 2.

Table 2: Relationship between instructional supervision and teacher effectiveness

Variables	N	Mean	Stand Dev	r cal	pvalue
Instructional Supervision	529	10.61	4.84		
				0.512*	0.000
Teacher Effectiveness	529	87.72	4.71		

*P<0.05

Table 2 showed that the r-cal value of 0.512 is significant at 0.05 level of significance because the P-value (0.000) < 0.05. The null hypothesis is rejected. This implies that there was significant relationship between instructional supervision and teacher effectiveness.

Discussions

The results of the research indicated a substantial association between teacher participation in decision-making processes and their overall effectiveness. This observation implies that when educators actively partake in the decision-making activities within their educational settings, it positively influences their performance in the classroom. This insight underscores the necessity of cultivating a collaborative and participatory framework in which educators are empowered to voice their opinions and contribute to the formulation of policies, practices, and strategies that directly affect their professional responsibilities. When educators are granted a role in decision-making, they foster a sense of ownership and commitment to the resulting outcomes. This engagement can enhance motivation, job satisfaction, and a deeper dedication to achieving favorable student results. In accordance with this, Adeyemi, Dumade, and Fadare (2016) demonstrated that a participatory decision-making model is significantly correlated with job effectiveness.

The findings underscore the imperative for educational institutions and policymakers to encourage teacher engagement in decision-making processes. This objective can be realized through the establishment of regular collaborative forums, professional learning communities, shared governance frameworks, and avenues for teacher leadership. By acknowledging the significant contributions of educators and involving them in decision-making, schools can cultivate a more empowering and effective educational atmosphere for both teachers and learners.

The research also indicated a noteworthy relationship between instructional supervision and teacher effectiveness. This outcome suggests that when educators receive constructive and supportive instructional supervision, it has a beneficial effect on their effectiveness within the classroom. Instructional supervision encompasses the observation, feedback, and support afforded to teachers to refine their instructional methodologies and enhance student learning outcomes. It provides educators with critical insights regarding their pedagogical approaches, strategies, and classroom management skills. When supervisors deliver constructive critiques, emphasize strengths, and indicate areas needing improvement, it facilitates reflective practice among teachers, enabling them to make necessary adjustments” to enhance their effectiveness. This finding aligns with the research conducted by Nzabonimpa (2011), which revealed that instructional supervision contributes to the enhancement of teacher-student relationships, reduction in stress levels, increased self-confidence among students, and enrichment of knowledge.

This finding highlights the significance of fostering a supportive and collaborative culture within educational institutions, where instructional supervision is regarded as an essential mechanism for professional development and ongoing enhancement. By prioritizing effective instructional supervision practices, schools can bolster teacher effectiveness and, in turn, improve student learning outcomes.

Conclusion and Recommendation

Based on the findings of the study, it was concluded that involvement in decision making and instructional supervision significantly influenced teacher effectiveness in public secondary schools in Ekiti State, Nigeria. Based on the findings of this study, it was recommended that Principals should prioritize instructional supervision as a key component of their leadership practices. This can include conducting regular classroom observations, providing constructive feedback, and offering targeted support and professional development opportunities for teachers. Principals should articulate a clear vision for the school and involve teachers in goal-setting processes.

References

- Abdullahi, N. J. K. & Tijani, A. A. (2019). Digitization in Education System and Management of Early Childhood Care Education in Nigerian *Southeast Asia Early Childhood Journal*, 8(2), 28-42.
- Adeyemi, O. S., Dumade, E. O. & Fadare, O. M. (2016). The Influence of Recruitment and Selection on Organisational Performance. *International Journal of Advanced Academic Research – Social Sciences and Education*, 3(4), 1 – 63.
- Aina, J. K., Olanipekun, S. S. & Garuba, I .A. (2015). Teacher's Effectiveness' and its' Influence on Student's Learning. *Advances in Social Sciences Research Journal*, 2(4),105-115.
- Clark, P. Y. (2015). Teachers as designers in self-directed learning. In A. Hargreaves and G. Fullan (Eds.). *Understanding teacher development*. New York: Teachers College Press.
- Egboka. P. N., Ezeugbor, C.O. &Enueme, C. P. (2013). Managerial skills and enhancement strategies of secondary school principals. *Journal of Education and Practice*, 4(26), 168-174.
- Ekiti State Teaching Service Commission (2024).
- Ekundayo, H. T. (2015). Availability and Utilisation of Instruction Resources as correlates of Teachers' Productivity in Ekiti State, Nigeria. *International journal of Educational Foundations and Management*. 10 (2), 25-35.
- Ehindero, O. J. & Ajibade Y. A. (2016). What our students say about how we each. *Ife Journal of Educational Studies*. 7(1), 1-9/
- Ibrahim, B. N. (2017). Teachers' attributes as correlates of students' academic performance in Geography in the Secondary Schools in Ondo State, Nigeria. *Pak. J. of Social Sci.*, 7(5), 388-392.
- Khawaja, C. C. (2014). The Role of Subject Knowledge in the Effective Teaching of Primary Science; Critical reviews of an area of literature: Retrieved <https://www.researchgate.net/publication/26598047>
- Nzabonimpa, Y. Y. (2011). The impact of performance management system on employee performance. *Academy of Management Journal*, 2(23), 1-5.
- Oyewole, B. K. (2014). Relevance of instructional supervision in the achievement of effective learning in Nigerian Secondary Schools. *Journal of commerce &management perfectives global institute for research and education* 3 (2), 1-8.
- Sunday-Piaro, M. (2018). Classroom Management and Students' Academic Performance in Public Secondary Schools in Rivers State. *International Journal of Scientific*

Research in Education, 11(5), 940-963.

Walker, J. W. (2016). *Supervision of instruction and school management*. Boston: Houghton Mifflin Co.