RESEARCH ARTICLE

MANAGEMENT OF INNOVATIVE SUPERVISION AND TEACHERS JOB EFFECTIVENESS IN SECONDARY SCHOOLS IN CALABAR MUNICIPALITY AREA OF CROSS RIVER STATE.

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Manuscript Info

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Abstract

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This study aimed at determining the relationship between Management of Innovative Supervision and Teachers' job Effectiveness in Secondary Schools in Calabar Municipality Area of Cross River State, Nigeria. Two research questions were stated to direct this study. The study adopted descriptive survey. The population of this study consists of two hundred and sixty five (265) teachers in sixteen public secondary schools. Simple random sampling technique was adopted, through the 'hat' and 'draw' method. A sample size of one hundred and sixty teachers, were selected. Questionnaire titled Management of Innovative Supervision and Teachers Job Effectiveness Questionnaire (MISTJEQ) was used for data collection. The instrument was validated and a reliability estimate of 6.72 and 7.16 was obtained using cronbach alpha. Mean and standard deviation were used for data analysis. The result of the study showed a positive influence of management of innovative supervision in terms of mentoring approach and school based workshop on teachers' job effectiveness. It was recommended that school principals and the Ministry of Education should ensure regular, constant training and retraining programs through mentoring, classroom observation, workshop and conferences, as these will enhance teachers' job effectiveness and improve students' academic performance.

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Introduction:-
The teacher is no doubt the pivot on which qualitative education and development hang. Any attempt made towards educational development and qualitative education must involve a dynamic and well articulated teacher education programme that will prepare teachers for the indispensable leadership role that they are expected to play. Teachers constitute the second most important input in any educational system after the learners. Without efficient and effective teachers in the education industry qualitative learning outcomes cannot be achieved. Teachers' job effectiveness involves all the activities carried out by the teacher to achieve the desired effect on students. It involves the extent to which the teachers participate in the overall running of the school in order to achieve the expected objectives.

However, Affiamagbon (2010) has observed professional laxity on the part of teachers. To him, many teachers are merely staying on the job to look for better jobs outside. He complained that the constant cases of absenteeism, persistent lateness to school, irregular and unathourized movement from duty post and indiscipline constitute a big

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problem to the attainment of educational goals. Mgbekem (2005) has called attention to the state of affairs in our secondary schools where in his words "a totally unwholesome and non professional behavior of teachers such as absenteeism, trading and general low level of commitment to duty which appears to be indices of ineffectiveness".

The effectiveness of teaching can be measured through the changes which have occurred in the students knowledge (declarative and procedural), their level of motivation, ability to cope with constant changes in life, and effective management of stress after they have been given instruction. Due to this uniqueness of effective teaching, many post-secondary institutions adopted students rating of instruction as one measure of instructional effectiveness (Evans, 2006).

Teaching effectiveness is a very important aspect of education because effective teaching helps student learning as well as enhancing the students' academic performance or achievement. It has become even more important as the emphasis on quality in higher education has increased. Effective teaching does not occur by chance by a teacher. Actually, "Effective teaching is dependent on the coordination of several components: the objectives, the student, the content and the teacher" (Mckeachie, 1997). It is in recognition of this that Chowdhury (2014) said that "To improve student learning, you do not change structures. You change the instructional practices of teachers". Olatoye (2006) said that, teaching effectiveness is the extent that students' performance improves after a period of instruction in a manner consistent with the goals of instruction. Omoniyi (2005) asserted that, effective teachings are those activities which bring about the most productive and beneficial learning experience for students and promotes their development as learners.

Given the scenario in the school, it is the duty of the principal to coordinate such activities through management of innovative supervision. Management of innovation requires the acquisition and utilization specific managerial skills that facilitate the realization of innovation goals of ensuring that students learn. Innovation in supervision is a new thinking that is in line with the advocacy of Ifaiya (2008) who noted that radicalized supervision devolves power to the school to control their destiny. It is learner centered goal oriented, vision-driven, and qualitative involves draining from their inner strengths to solve their problems.

Effective and efficient management of innovations breed a result oriented type of education. Schools are formal institutions where this education can successfully take place. Management of innovations requires the acquisition and utilization of specific managerial skills that facilitates the realization of innovation goals of ensuring that students learn. Management as viewed by Obi (2003) is a process designed to ensure the cooperation, participation, intervention and involvement in effective achievement of goals.

The inability of schools to meet up with these challenges is a result of innovation failure which Sullivan (2002) attributed to: poor goal definition, poor participation in teams, poor communication/access to information, poor monitoring of results and poor knowledge management by educational managers/administrators. Innovation failure, Sullivan maintained; leads to low moral among teachers, high failure rates among students, increased wastage, increased cynicism and higher resistance to change. Principals are charged with the onerous responsibility of restructuring their school through effective management of innovations with a common goal of increasing the effectiveness of students learning.

This study considers two variables that can be used for management of innovative supervision. They are; mentoring and school based workshops. The mentoring approach used in this work involves a situation where one who inspired, respect and achievement in another, gently guides, grooms and tutors one who was less privileged in achievement to do better. it involves informal discussions where the mentor allowed the mentee to freely express himself in order for the mentor to identify the mentees areas of need for help. Wilson (2001) explained mentorship as a wholistic process that facilitates the personal and professional development of an individual; it is an opportunity to learn and be guided by some one more experienced and knowledgeable.

Dolze (2005) is clearly in support of Wilson as he stated that mentoring is classically a relationship between a more experienced elder and a younger learner in which the mentor provides knowledge, skills, support, challenges and inspiration Mentor and Mentee benefit from the mentoring process in a symbiotic way. When a mentor discovers the progress of this mentee and realizes that he was impacted on his mentee positively, he gains satisfaction. Okoi and Ogbeche (2019) stated that regular interaction between both allow the discussion of professional goals, new ideas, as well as effective strategies that may lead to the achievement of school goals and improvement in students learning.

Moreso, a workshop being one of the supervisory services has been found to be useful, resourceful and rewarding in the management of innovations. This is premised on the fact that workshop is usually composed together with a common purpose of finding solution to a particular educational problem. One of such educational problems might be the management and implementation of curricular content, technological, pedagogical, structural and policy innovations.

Sule (2018) stated that, promoting teacher quality is significantly impacted by regular attendance at workshops and other development practices. She added that enhanced working conditions, monetary bonuses, and regular conference attendance are means of increasing productivity. Ekanem (2005) gives a report that is not different from above by stating that teachers now use official hours to solicit for contracts and they go from office to office selling wears concealed in travelling bags and these had led to general absenteeism which is more pronounced in rural areas. Avarez (1992) suggests that new directions in participatory school improvement, comprehensive and meaningful staff development practices and supportive teacher evaluation hold great promise for improving teacher's motivation which leads improved performance. Zelmmelman, Daniels and Hyde (2003), confirmed this by saying that traditional development models such as workshops can be motivational if they give teachers control by asking them to set their own agenda at the beginning of the workshop, asking for their analysis of problem in the school or in children's learning, and respecting their answers.

Roa (1999) stated that teachers training curriculum and the contents of teacher development programmes should have a large content of the cognitive domain- a domain of subject competencies- where the teacher builds a reservoir of knowledge of subject matter and skills for impartation of the content materials to the students. Management of innovative supervision through school based workshop approach. Which if well implemented can give teachers opportunities to learn how to improvise the teaching/learning materials, have satisfaction of committing themselves to school improvement goals. Imploring the quality of education through the diversification of content methods, promoting experimentation innovation diffusion and sharing of information and best practices as well as policy dialogue are National Policy of Education strategic objectives in Education, (FRN, 2004).

In Cross River State, the secondary school system has witnessed a lot of innovations to include: the introduction of new subjects such as basic science, basic technology, computer studies, civic education, tourism, French and Efik languages. The innovation also cut across information and communication technology (ICT) facilities such as computers, internet facilities, projectors amongst others. it is based on this, that this study aimed at determining the influence of management of innovative supervision on teachers job effectiveness in secondary schools in Calabar Municipality Area of Cross Rivers State.

Statement of Problem
Observation has shown that the dwindling poor performance of students in internal and external examination has been a serious concern to parents and members of the public as the society is fast changing due to technological development; many teachers are not sensitized, informed or educated about the recent changes. Many teachers are not grounded in the art of teaching as they lack the skills of imparting knowledge of their subject specialization to the students.

Some teachers are unable to assess and evaluate the students continuously, as such, they cannot measure the progress being made by the students in the learning task that they are guiding: some are still found wanting in planning/preparation of their lessons ahead of class time and some cannot state instructional objectives in measurable terms. Keeping of various school records is a problem to some teachers and some of them are still using either teacher-centered approach or curriculum centered approach in the teaching/learning process.

Parents, students, educational administrators, stakeholders and members of the public have been complaining about poor work performance as a result of ineffectiveness in secondary schools in Calabar Municipality. To give attention to these complains and solve the problem of teachers ineffectiveness, the state government adopted several strategies such as increased and regular salary, monetary and non-monetary incentives, frequent school supervision, and regular promotion with in-built responsibility in order to motivate teachers to put up positive work performance, yet, the situation has not changed. It is on this note that the researchers believed that the management of innovative supervision will in no small measure provide solutions to the problem of teachers' job effectiveness in secondary schools in Calabar Municipality Area of Cross River State.

Purpose of the Study
The main purpose of this study is to find out the influence of principal management of innovative supervision influence teachers job effectiveness in Calabar Municipality.

Specifically, the study aimed at
1. Ascertaining the influence of mentoring approach on teachers job effectiveness
2. Determining the influence of school based workshop on teachers' job effectiveness.

Research Questions
The following questions were stated to direct this study
1. To what extent does mentoring approach influence teachers job effectiveness?
2. To what extent does school based workshop influence teachers' job effectiveness?

Methodology:-
This study adopts descriptive survey. The population of this study consists of Two hundred and sixty five (265) teachers in sixteen (16) public secondary schools. Simple random sampling technique was adopted, through the 'hat' and 'draw' method. A sample size of One hundred and Sixty (160) teachers was selected. Given a total number of Ten teachers in each school. Questionnaire titled Management of Innovative Supervision and Teachers Job Effectiveness Questionnaire (MISTJEQ) was used for data collection. The questionnaire was divided into two sections A and B. Section A described demographic data. While Section B, was designed to elicit responses based on the variables. Twelve items were used in this section. Six items statement for each variable. A reliability estimate of 6.72 and 7.16 was obtained using Cronbach. The questionnaire items were analyzed using mean ($\bar{x}$) and standard deviation (SD). In order to make decisions from the result obtained, the mean responses were computed thus; 4+3+2+1= 10/4=2.5 as degree of acceptance any mean score above 2.5 was accepted while any one below 2.5 was rejected.

Presentation of Results:-
Research question one
To what extent does mentoring approach influence teachers job effectiveness?

Table one
Mean and standard deviation of respondents based on mentoring approach and teachers' job effectiveness

s/n	Item	Mean ($\bar{x}$)	SD	Decision
1.	My principal usually identify opportunity for mentees to meet and discuss new approach to teaching	3.00	0.56	Accepted
2.	Principals ensure mentees knows how they are performing relatively to others	2.98	0.49	Accepted
3.	Mentors shares stories from their experiences to Strength teaches	2.71	0.45	Accepted
4.	Principal help mentees to see problem from different perspective in their jobs	2.28	0.38	Rejected
5.	Principals provide example from their own experiences	2.61	0.41	Accepted
6.	Provide a space to talk in confidence in relation to method of teaching	2.55	0.38	Accepted
TOTAL/GRAND MEAN		2.68	0.43	

Table 1 revealed the mean ratings of respondents based on mentoring approach and their teaching effectiveness with high means scores of 1(3.00), 2 (2.98), 3 (2.71), 5(2.61), 6(2.55). Item no 4(2.28) has a low mean scores below the degree of acceptance from the result presented in table 1, it can be observed that all the items where highly rated by the respondents except item no 4(2.28) which is below the criterion mean of 2.50. With the grand and total mean of 2.68, the result implies that there is a positive influence of mentoring approach on teachers' job effectiveness.

Research question 2
To what extent does school based workshop influence teachers' job effectiveness?

Table 2:-Mean and standard deviation of respondents on school based workshop and teachers job effectiveness

S/n	Item	Mean (x̄)	SD	Decision
1.	I learn a lot from the various workshops organized by my principal	2.61	0.31	Accepted
2.	Most times, the principal uses staff as resource persons workshop to enhance teachers lesson note	2.82	0.44	Accepted
3.	Most of my instructional problems are solved through workshops I attended in school	2.48	0.41	Rejected
4.	Workshops organized by my principal here help immensely in building team spirit in me	1.99	0.26	Accepted
5.	I learnt how to become competent in lesson delivery during workshop	3.00	0.49	Accepted
6.	Problems in classroom management were solved during workshop training	2.92	0.50	Accepted
TOTAL/GRAND MEAN		2.64	0.40	

The result of table 2 showed the mean rating and standard deviation scores of the respondents on school based workshop and teachers job effectiveness. The mean scores above the criterion mean where 1(2.61), 2(2.82), 5(3.00), 6(2.92) and the mean scores below the criterion mean were 3(2.48) and 4(1.99) respectively. From the result presented in table 2, it can be observed that with the grand/total mean of 2.64 and standard deviation of 0.40 which is above the criterion mean. The result implies that there is a positive influence of school based workshop and teachers job effectiveness.

Discussion:-
The result of research question one revealed that there is a positive influence of mentoring approach on teachers' job effectiveness. The result of this study is in line with the findings of Wilson (2001) who is of the view that mentoring is a wholistic process that facilitates the personal and professional development of an individual; it is an opportunity to learn and be guided by someone more experienced and knowledgeable. In support of the result of this finding Dolze (2015) stated that mentoring is classically a relationship between a more experienced elder and a younger in which the mentor provides knowledge, skills, support, challenges and inspiration.

The result of this research question followed that mentoring provide support, guidance and advice to teachers to enable them enhance their teaching skills to develop professionally. All teachers will benefit from the knowledge and experience their mentors can provide and for more experience teachers, mentoring provides opportunities to refresh their skills, deepen their knowledge, or extend their expertise into a new area of work. Mentoring programmes help to develop confidence and enhance the quality of teaching by providing a framework to enable teachers to develop. It is based on this that Okoi and Ogbeche (2019) stated that regular interaction between both (mentor and mentee) allows the discussion of professional goals, new ideas, as well as effective strategies that may lead to the achievement of school goals and improvement in students learning.

The result of research question two also revealed a significant influence of school based workshop and teachers job effectiveness. The result showed that workshop being one of the supervisory services has been found to be useful, resourceful and rewarding in the management of innovations. This is premised in the fact that a workshop is usually composed of a group of teachers who come together with a common purpose of finding solution to a particular educational problem.

In line with the findings of this study Roa (1999) stated that teacher training curriculum and the contents of teacher development programmes should have a large content of the cognitive domain- a domain of subject competences where the teacher builds a reservoir of knowledge of subject matter and skills for impartation of the content materials to the students. Management of innovative supervision through school based workshop approach which if well implemented can give teachers opportunities to learn how to use the teaching/learning materials, have satisfaction of committing themselves to school improvement goals. Workshops can be motivational if they give teachers control by asking them to set their own agenda at the beginning of the workshop, asking for their analysis of problem in the school or in children's learning, and respecting their answers; that many teachers respond with

great energy, which they are immersed in new perspectives on their own teaching and learning abilities and provided with opportunities to express themselves honestly.

Conclusion:-
Consequent upon the result of this study, it was therefore concluded that mentoring approach and school based workshop approach have significant influence on teachers' job effectiveness.

Recommendations
1. School principals should ensure regular and constant training of teachers through mentoring, classroom observation, workshop and conference as these will enhance teachers' job effectiveness and students' academic performance.
2. Awareness should be created by the teachers, principals and state education board to the general public on the onerous task involved in educating the young ones. This awareness will enable them render all the necessary assistance to members of the school community for the attainment of innovative goals.

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