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## An Assessment of the Role of Instructional Supervision on Teacher Performance and Its Effectiveness on the Performance of Primary School Pupils- A Case Study of Open Distance Learning (ODL) Students at the Zimbabwe Open University: Department of Teacher Education-(Bachelor of Education in Early Childhood Development Programme)

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### **Abstract:**

*There are key concerns about the assessment of the role of instructional supervisors on teacher performance and its effectiveness on the performance of primary school pupils nationally. Such issues emanate from the need to assess and evaluate the extent to which supervisors are implementing their roles on schemes of work lesson plans, lesson presentation, maintenance of class records and class management and learning environment in schools where the (ODL) are operating. The study focuses on the instructional supervision roles conducted on the Open Distance Learning (ODL) students of the Zimbabwe Open University, Harare Region. It uses both quantitative and qualitative methodology and case design. A purposively selected sample of six teachers from private schools, eleven teachers from high density schools and another sample of eleven teachers from the primary rural schools are selected out of a total population of one hundred and sixty five students in the Faculty of Arts and Education in the department of teacher education. In total the sample comprise of twenty-eight students who are in the programme of Bachelor of Education, Early Childhood Development in Harare/ Chitungwiza region. Data is collected through the use of interviews, open questionnaires and structured questionnaires as well as the use of documentary analysis. The students are asked to show how important each of these aspects are by ranking them on the scale where (1) represents the least important and (5) represents the most important. Some of the documents to be analysed include lesson plans, schemes of work, reports from supervisors and some samples of class records. Furthermore, students are asked to assess and evaluate the importance of the role of the instructional supervisor on the performance of teachers and its effectiveness on the performance of pupils. The study will have to source from the students, their judgement and effectiveness of the role of instructional supervision.*

### **1. Introduction**

The article seeks to assess the role of instructional supervisors on Open Distance Learning (ODL) student teachers 'performance and its effectiveness on the performance of primary school pupils. A number of issues have been raised pertaining to the students who are doing a Bachelor of Education Early Childhood Development with (ODL). A case study of Open Distance Learning students at the Zimbabwe Open University of Harare/ Chitungwiza Region. Issues which have been raised concern, the way ODL students are instructionally supervised at their respective schools by supervisors from Ministry of Education Sport Art and Culture and by the University lecturers while they are on Teaching Practice. This has provoked thought and concern about the standards and quality of instructional supervision roles carried by school on the ODL programmes. The areas affected include those which are assessed when making a class visit report and these are schemes of work, lesson plans, and lesson presentations, maintenance of class records and class management and learning environment.

At most five questions are asked on each of the aspects mentioned above. Those are rated as follows i.e (strongly disagree=1; disagree=2; somewhat disagree=3; agree=4; and strongly agree=5). There are some disillusioned perceptions about the role instructional supervision on ODL students. Some of the supervisor who operates under the Ministry of Education, Art, Sport and Culture are not as academically and professionally qualified in the area of Early Childhood Development as the ODL students whom they are instructionally supervising. In line with this issue there is therefore the need to assess the role of instructional supervisors on teacher performance and its effectiveness on the performance of primary school pupils.

### **2. Background to the Problem**

The primary purpose of instructional supervision is the improvement of instructions by fostering continued development of all teachers. Beach (1989) describes instruction supervision as a complex process that involves numerous people in different roles and situations at multiple levels of the school organizations. It should however be noted that instructional supervision process is a multifaceted process that focuses on instruction. It is the instructional process that should provide the capable and the less capable teachers about their teaching behaviour on schemes of work, lesson plans, and lesson presentations maintenance of class records, class

management and learning environment. That will make them continue to develop instructional skills, thereby developing the quality of their performance.

Bush (2008) appraises that instructional leadership focuses on teaching and learning and on the behaviour of teachers working with pupils. The supervisors influence is targeted at pupils via the teachers. As it is pointed out in the definition of instructional supervision, it implies that supervisors impart on student learning indirectly. They seek to achieve good outcomes by influencing the motivation, commitment and capability of teachers. Instructional supervisors are also expected to monitor progress and development of teachers through preparation of schemes of work, lesson plans and meaningful keeping of class records as well as the teaching and learning pupils. It is their duty to ascertain that high standards are achieved. The researcher assesses whether the instructional supervisor of (ODL) students are carrying out their duties properly at their respective work places which are at the urban private schools, rural primary schools and high density primary schools.

Concerns with quality in the instructional supervision of schemes of work, lesson plans, record keeping as well as lesson presentation itself has generated interest to the extent that the teaching and learning have come under different scrutiny. There are some challenges which are faced by (ODL) students in the presentation of their learning and teaching at their respective schools. Some of our students are being supervised by some Teachers –in-Charge of infant classes whose qualifications are lower than those degrees these degrees the students are embarking on. There is need for quality which is concerned with the extent to which the institutions meet their goals. As such quality in the schemes of work, lesson plans records and lesson presentation itself are measured and met within the stated mission goals of the universities where these students are learning. However, at the same time they have, they have to satisfy the expected standard at the organization where they are employed.

It should be noted that there are aspects of internal efficiency to be addressed. These include stakeholders such as the pupils the state employers the (ODL) university requirements. The (ODL) student is found torn apart because to be reported to two masters at any given time. There are their employer's requirements and on the other hand, the requirements of the institutions of their university. The difficult question arises whether the different stakeholders have the same goals and expectations. There is a need then to reconcile the expectations of the instructional supervisors where the (ODL) students are and those of the Open University where they are learning. There are also issues of culture and home background environment which come into play.

There is again the problem of the application of modern technology in our learning systems. It has been found out that the (ODL) students who operate in rural areas are confronted with such problems as lack of modern technology in comparison with those who teach in urban primary schools. Bayon and Copeland (1978) reiterate that an instructional supervisor emphasizes on both collegial, open relationships between a teacher and the supervisor and a process of confronting instructional problems which use reality based data from classroom observation. The (ODL) students are supervised by two sets of instructional supervisors during their teaching practice period. These comprise of the school-based supervisors and the lectures from the university. The collegial relationship which is expected to be maintained in supervision could be found difficult to attain.

### **3. Statement of the Problem**

Concerns about the role of the instructional supervisor on (ODL) students in their preparation of schemes of work, lesson plans, lesson presentations and maintenance of class records have become topical. There are problems on the quality and standards of instructional supervision expected from the (ODL) students who should meet the standards of both their employers and the university. The Zimbabwe Council of Higher Education (ZIMCHE) also expects to produce (ODL) students who have acquired higher skills in their preparation of teaching documents as well as, a higher and technical approach in their lesson delivery. Hence the need to assess the role of instructional supervision on teacher performance and its effectiveness on the performance of primary school pupils

### **4. Purpose of the Study**

The purpose of the study is to assess the role of instructional supervision on teacher performance and its effectiveness on the performance of primary school with special reference to (ODL) students in the Bachelor of Education Degree in Early Childhood Development.

### **5. Theoretical Framework**

The assessment of the role of instructional supervisor has become a pertinent issue in both developing and developed countries. The major debate is centred on what really constitutes the role of instructional supervisors on (ODL) students about their teaching documents and lesson preparations. The study seeks to assess the effectiveness of instructional supervisors on (ODL) students and how it possibly improves the performance of student learning. There are some views expressed on whether the (ODL) students, as professional diploma holders are expected to be self driven without much influence of the instructional supervisors. Blase and Blase (1998) concur with the idea by pointing out that when self education in supervision is effectively carried out; it enhances the "withiness". That means it creates large repertoire of teaching behaviours and builds confidence in the teaching role. Stronge (2002) supports the idea by emphasizing those teachers as professional personals should enjoy autonomy and exercise choice regarding the choice of their work. However that in turn is argued by Glickman et al (2001) who reiterate that teachers do not have that autonomy and that the role of the instructional supervisor is to oversee, assess, evaluate and direct teachers to be able to meet the required goals. Some authors like Williams (2003) reveal that most schools are still operating in the same lines as old schools. They follow the Dadaya scheme type of approach to teaching and learning where the same lessons are presented at the same time, and also using the same method throughout the entire country. How can the (ODL) students be able to implement the ideas they obtain from the instructional supervisors at their work places some of whom are lowly qualified than they are. However, this paper describes the role

of instructional supervisors and its effectiveness in the performance of (ODL) students and how that in turn affects the performance of primary school pupils in their operational areas.

## 6. Definition of Terms

### 6.1. Instructional Supervision

Beach and Reinhartz (1989) describe it as composed of interrelated elements that guide and shape supervisory practices which include the following:

- The historical development of instructional supervision, including the body of knowledge that has been accumulated concerning what supervisors do.
- The theoretical base, including the understanding of organization, leadership, communication and teaching a principle that validates supervisory behaviours.
- The knowledge of how models of supervision (particularly, clinical and developmental and developmental supervision) function.
- The specific techniques that supervisors need as they work with teachers.

It should be noted that the definition of supervision have largely dependent upon multiple forces at a given time and the definitions have changed as the social status of schools have changed as well.

Glatthorn (1984) defines supervision as a process of facilitating professional growth of a teacher, primarily by giving the teacher feedback about classroom interactions .The teachers in turn will be helped by making use of the feedback and makes teaching more effective.

The other definition is obtained from Pfeiffer and Dunlop (1982) defines supervision as the process of interacting with individuals as they work with teachers to improve instructions The ultimate goal is to better pupils learning. The achievement of such a goal may involve changing teacher behaviour and modifying curriculum and restructuring the learning environment.

All the definitions above can simply define instructional supervision as the process of working with teachers to improve classroom instructions. The supervisors should work with the (ODL) students in order to utilize knowledge or organizations, leadership, communication and teaching principles as they work with teachers in classrooms and improve instruction by increasing student achievement. The instructional supervisors should again be concerned about the products and end results of educational process and the morale of how teachers feel and function in their work environment. However these supervisors of the (ODL) students strive to be successful in improving effective instructions by relying heavily on their knowledge Of the principles of supervisory practices.

## 7. The Responsibilities and of an Instructional Supervisor

These responsibilities and roles are expected to be made use of on the (ODL) students and their effectiveness should be seen prevailing on the students. These include the following:

- Formulating, implementing and evaluating goals for the school or student teacher.
- Developing, implementing and evaluating curriculum.
- Supervising and evaluating personnel and providing staff developing opportunities.
- Developing and managing resources for the teaching and learning process.
- E valuating instructional materials and programmes for classroom use'

## 8. Factors which are looked into when carrying out Instructional Supervision on (ODL) Students

The areas which are looked into when carrying out supervision assessment on (ODL) students include schemes of work, lesson plans, lesson presentation, and classroom management learning environment and class records.

Before we speak about the assessment of the role of instructional supervisors, who are employed by the Ministry of Education Arts Sports and Culture, there is need to know their academic and professional qualifications. The same applies to the professional qualifications of the university lecturers which have to be known. Some lecturers are highly academically qualified but lack the teacher training qualifications. The queer part of it all is that such lectures are expected to supervise (ODL) students who have initial teacher training diplomas which they have obtained from Teachers' Training Colleges. Hence in this regards there have been complains about the knowledge of instructional supervisors on guiding the (ODL) students in their teaching and learning processes. That has been reflected in the questionnaires carried out as shall be seen on the table which is concerned with methodology.

Some lecturers might have been recruited on the basis of their academic qualifications rather than the combination of both academic and professional qualifications. On the preparations of schemes of work, the instructional supervisors are lead teachers by holding meetings at least two weeks before the term begins. The (ODL) students will learn how to write clear aims and objectives and come up with meaningful evaluation. When assisting teachers in producing meaningful schemes of work .the role of the instructional supervisor is to recognise that each teacher is a unique individual. It should again be observed that each teacher has unique levels of cognitive and professional development with specific degrees of commitment to his or her position and teaching.

The other factor that is assessed as the role of instructional leader on (ODL) students is the preparation of lesson plans. Questions have been asked on whether (ODL) students are helped in devising (SMART) objectives and whether the instructional supervisors' reports are referred by (ODL) students when planning. Some more questions were asked on whether the instructional supervisors write some motivational statements to the students. There were again some various questions on the preparation of learning media for each child as well as formative and summative lesson evaluation. Brand (2007) comments that direct assistance of conducting an observation is

evaluating teacher performance in lesson plans. Teachers should teach the content that has sufficient depth and avoid that which lacks logical or well organised sequence.

The other factor which is to be looked into is lesson presentation. This task of lesson presentation encompasses the lowest type of supervision which is peer supervision up to the supervision by D.E.O S'. The various forms of interactions in the classroom had to be looked into such as child - child interactions, teacher-child interactions as well as how teachers motivate children and make the lessons interesting. The (ODL) students responded to issues like whether they were trained upon the use of media, timing of the lesson as well as giving children graded work. They are again expected to deal the nature of written work which ought to be given to children. The variation in the conduct of lesson development and pacing of activities is of paramount importance.

When presenting a lesson, there are some common instructional problems which instructional supervisors would like to take note of. These are five instructional problems that teachers experience. Yelon (1974) points out them as:

- Direction
- Evaluation
- Content and sequence
- Methodology
- Constraints

It should be noted that the initial problems can arise during a lesson if the teacher fails to provide or map direction. There is need to specifically tell pupils what they are expected to learn. Instructional supervisors should know that the pupils will be at a disadvantage if the (ODL) students fail to communicate the goals, objectives and expectations of the week or even the whole school term.

On the issue of classroom management, the questionnaires were concerned with how the (ODL) students interact with pupils during lesson presentation as individuals, in small groups or in large groups. There were also some questions on whether the timetables reflect some management routines. The (ODL) students were again asked whether there is lesson correlation to the children's homes and classroom environment. The responses in most cases were found negative. Beach and Reinhartz (1989) point out that the presence or absence of resources can enhance or detract the teaching and learning process. It should be noted that constraints are those resources that when they are absent or insufficient they negatively impact on learning.

In carrying out their instructional supervision roles supervisors must be aware of the complexities associated with effective teaching. They should know what information is available to guide them as they work with (ODL) students in their quest for instructional excellence.

In addition to the above, there is yet another area to be looked into which is the maintenance of class records and the Teaching Practice File. Questions on the keeping of an up to date file which is attractive and with relevant content were asked. The (ODL) students also responded to the to questions relating to the reasons why the records like the register, progress records, social records and remedial records are important and should be kept in the classroom. The best ways of improving them were also discussed.

## 9. Research Design and Methodology

The study used mostly the quantitative methodology with a bit of qualitative methodology. Data was collected through the use of controlled questions use of interviews and document analysis. A sample of twenty-eight students who are in first intake and second intake in the Bachelor of Education Early Childhood Programme was selected from the (ODL) students in Harare /Chitungwiza Region.

The case study design used comprised a sample of the (ODL) students in the Bachelor of Education degree in the early childhood programme at the Zimbabwe Open University.

## 10. Discussion and Findings

The table below shows responses from the 28 students who are under the department of Teacher Education and are doing the Bachelor of Education in Early Childhood development. The sample comprise of 11 students from High Density in Harare, 6 students from Private Schools in Harare, the other 11 students from rural school. The research was to assess the role of instructional supervisors on (ODL) students with special reference to their schemes of work, lesson plans, lesson presentation, classroom appearance and maintenance of class records. The Teaching Practice File contains all the documents which had to be scrutinized as well, pertaining to its appearance and layout. Some records on skills development checklist which include class register, social record, progress record, remedial records, and health records were scrutinized. Most teachers could not readily understand the use of anecdotal records. However efforts were made to tally it with the social records and remedial records.

| Strongly Disagree |       |     | Disagree |       |     | Somewhat Disagree |       |     | Agree |       |     | Strongly Agree |       |     |
|-------------------|-------|-----|----------|-------|-----|-------------------|-------|-----|-------|-------|-----|----------------|-------|-----|
| HDSC              | PVTSC | RSC | HDSC     | PVTSC | RSC | HDSC              | PVTSC | RSC | HDSC  | PVTSC | RSC | HDSC           | PVTSC | RSC |
| 12%               | 6%    | 29% | 24%      | 9%    | 31% | 13%               | 12%   | 11% | 28%   | 49%   | 15% | 20%            | 22%   | 14% |

Table 1: Findings

Key: RSC: Rural School PVTSC: Private School HDSC: High Density School

### 10.1. Comments on Percentage of (ODL) Students who responded by Showing That They 'Strongly Disagree'

The areas which were being considered under the above heading, 'Strongly Agree' refer to the assistance which is rendered by the instructional supervisors on schemes of work, lesson plans lesson presentations, class records, and classroom management.

The table above indicates that 12% of the students from High Density Schools strongly disagree that they get some assistance from the instructional supervisors on the aspects which have been mentioned. This shows that the remaining percentage is getting adequate help.

The students under Private Schools 6 % of them indicated by strongly disagreeing they get assistance from the expected role of instructional supervisors. This in turn reflects that the role of instructional supervision is being exercised much in Private Schools on the aspects mentioned above, hence that might contribute a lot to the pupils' pass rate.

The (ODL) students under Rural Schools indicated that they strongly disagree because 29% of them the table above strongly disagree that they get assistance on the aspects mentioned above from the expected roles of supervisors. The table shows that the (ODL) students were not getting sufficient advice from the instructional supervisors.

#### *10.2. Comments on the Percentage of (ODL) Students who responded by Showing That They Disagree'*

The second lot from the (ODL) students reflected on the table that they disagreed with the assistance which is rendered to them on schemes of work, lesson plans, lesson presentation, class records and classroom environment as follows;

- High Density Schools = 24% of the sample.
- Private Schools =9% of the sample.
- Rural Schools =31% of the sample.

From the above percentages which have been extracted from the table, it shows that 9% of the (ODL) students from Private Schools disagree about getting any assistance from the role of the instructional supervisors within their operational environments. This shows that the remaining 75% somewhat disagree, agree and strongly agree that they get assistance from the role of their instructional supervisors.

The table again shows that 31% of the (ODL) students who work in Rural Schools disagree that they get adequate assistance from their instructional supervisors on the aspects mentioned above. Also the High Density schools (ODL) students 24% of their lot who disagreed that they were getting sufficient assistance from their supervisors. However, the data indicated that they had no problems on class records and classroom environment. The Rural (ODL) students 31% indicated that, not much assistance was rendered on schemes of work, lesson plans as well as lesson presentation. Those are core areas which require attention and one wonders how the (ODL) students can be motivated when doing their work and be successful in accomplishing their degree programme

#### *10.3. Comments on the Percentage of (ODL) Students who responded by Showing That They 'Somewhat Disagree'*

The responses which are shown below are from the students who were in doubt hence they somewhat disagreed with the nature of assistance they were offered by the instructional supervisors as they practised their respective roles. The three groups of (ODL) students from High Density Schools, Private Schools and Rural Schools had their responses as follows;

- High Density Schools=13% of the sample.
- Private Schools=12% of the sample.
- Rural Schools=11% of the sample.

The results which have been extracted from the table show that 13% of the (ODL) students from the High Density Schools somewhat disagree that they get any assistance at all from the instructional supervisors. This shows that the instructional supervisors are not frequently assisting the students. That in turn could affect adversely the learning of the children.

The table again shows that 12% of the students from Private Schools are somewhat disagreeing that they get assistance from instructional supervisors. Hence Beach and Reinhartz (1989) emphasises instructional supervision as the process of working with teachers to improve classroom appearance. It is assumed that the instructional supervisors should exercise the following instructional role in their bid to assist the (ODL) students as planners, leaders, helpers and as evaluators. Implementation of such roles will in turn improve student achievement.

The 11% was reflected by the (ODL) students from the Rural Schools that they somewhat disagree with the fact they get assistance from their instructional supervisors. It is important that these students get direct assistance from their supervisors such that the pupils they teach benefit as well. Brand (2007) comments that direct assistance of conducting any lesson, is evaluating teacher performance for the purpose of producing effective pupils' performances. The rural instructional supervisors are expected to oversee, assess, evaluate and direct employees in meeting the teaching professional goals.

#### *10.4. Comments on the Percentage of (ODL) Students who responded by Showing That They "Agree"*

Their responses which are shown below are from the (ODL) students who teach in High Density Schools, Private Schools and Rural Schools. The percentages reflect that they agree that they are assisted by the instructional supervisors in drawing up the schemes of work, lesson plans, lesson presentation, class records and class management and the learning environments. The table shows that 28% of the sample from High Density schools agree that, they are assisted by the supervisors in coming up with the above skills or performance indicators. The students from Private Schools who agreed that they were assisted by the instructional supervisors had a percentage of 49%. This shows that the instructional supervisors in private schools are working hard on giving the required assistance to the (ODL) students. Instructional supervisors are expected to be successful in promoting effective instructions which in turn will make the student teachers more focused on their work. The idea is supported by Sergiovanni (1998) who emphasizes that highly motivated and hard working teachers are the key ingredients in effective supervision.

The (ODL) students who are teaching under Private schools agreed that they are benefiting quite a lot from the school based instructional supervisors; hence 49% of them agree that they are being assisted. The instructional supervisors are expected to provide

direct assistance to teachers in the form of observation and coaching to give direct assistance by listening as they think through their sequence. Glickman et al (2001) states that, "teachers assume responsibility for their instructional improvement and supervisor creates reflective and autonomous teachers through non-directive supervision." Instructional supervisors have the important role of motivating teachers. Hence motivation enhances a person's desire to do something.

On the other hand 15% of the (ODL) students from rural schools agreed that they get assistance in the maintenance and keeping schemes of work, making lesson plans, class records as well as class management and learning environment. The low percentage shows that the supervisors within the rural schools are not being effective in their professional communication with teachers. It is imperative that instructional supervisors ought to be clear and concise when transmitting ideas and information to the (ODL) students in the rural schools. Artwood (1996) put it across that effective supervision for today's schools is very important and should have broad foundations because it takes into consideration the individual circumstances and the individual needs of each teacher, because it encourages explanation and teacher creativity.

#### *10.5. Comments on the Percentage of (ODL) who showed That They "Strongly Agree"*

The table shows that 20% of the (ODL) students from High Density Schools strongly agree that they get assistance in drawing up their schemes of work, lesson plans and also carry out pre-conferences and post conferences with their teachers when dealing with lesson presentation. Glickman et al (2001) and Zepeda (2003) point out that the purpose of the role of instructional supervision is to assist teachers in improving instructions. It is therefore expected that the instructional supervisors should exert more pressure to improve the percentage of students who claim that they are strongly assisted in the High Density Schools.

The table again shows that 22% of the (ODL) students who are operating under Private Schools strongly agree that they are assisted by the instructional supervisors. One wishes if the percentage could increase. There is a need to continuously assist teachers such that they strongly agree and admit that they are being assisted by the instructional supervisors hence they might feel secure in their operations. Biggie (1982) confirms that learning of (ODL) students is regarded as a process of developing new insights or changing old ones. The teachers should encourage pupils to admit that mistakes are seen as opportunities to learn. Pupils continue to learn gradually through doing their corrections and asking and answering questions from the teacher as well as from their colleagues. Teachers require the supervisors' assistance such, they strongly ascertain that they are being helped in the execution of their job. The idea is supported by Owen (1981) when he says that instructional leaders who understand their professional environment are bound to become more effective in their job. Private Schools are service oriented organizations and must constantly seek to affirm and enhance people and at the same time guard against many restrictive rules and procedure that may result in stifling the environment. It is therefore the role of instructional supervisors to walk a tight rope in their efforts to produce pupils who are committed to their learning.

There is yet another group of (ODL) students from the Rural Schools who constitute 14% and they reflected that they strongly agree that they get assistance from the instructional supervisors. The above percentage is low and it reflects that there could be a mismatch between what is expected by the instructional supervisors and the teachers' expectations. Wiles and Bond (1986) concur that when there is a mismatch between supervision style and the purpose and goals of the school organization, the supervisor becomes ineffective. It is therefore more important that, the supervisors study the organizational theory, structure and behaviour to analyze the organizations where they focus their operations. The instructional supervisors should guide and advise teachers to associate with individuals with organizations that promote education system within the schools.

### **11. Conclusions and Recommendations**

The study came up with a number of conclusions and recommendations about the assessment of instructional supervision on teacher performance and its effectiveness on the performance of primary school pupils. It should be noted that the evaluation of the following documents is summative and these include schemes of work lesson plan and class records. Whereas the nature of evaluation of lesson presentation, class management and learning environment are mostly formative.

Some of the findings were that the instructional supervisors from the Ministry of Education Arts Sports and Culture do not have adequate knowledge on the supervision of (ODL) students who are doing Bachelor of Education in Early Childhood because some of them lack the pre-requisite qualifications. From the deliberations it has been observed that 41% of the (ODL) students strongly disagree and somewhat disagree that they get some assistance from lecturers who are highly qualified but do lack some teaching professionalism. Similar sentiments were again raised in connection with some school based instructional supervisors who work under the Ministry of Education Arts, Sports and Culture with special reference to Teachers –in-Charge (T.I.Cs) of infant classes that they only have diploma in primary school. Such supervisors are being requested to assist the (ODL) students whose qualifications have now become above theirs. As a result, 33% of the (ODL) students somewhat disagreed that they get assistance from such instructional supervisors.

On lesson presentation, the greater the sample of teachers from rural schools indicated that they are not getting because most of the T.I.Cs is primary diploma holders and have no knowledge of what is expected of at degree level. They also indicated that peer supervision was not being practised in the area. In addition to the above the other discoveries were that the lessons which were taught were not being coo related to the children's home environment nor to the classroom environment, hence did they lack the developmental aspect.

It has been concluded that 29% of the (ODL) students who work in the rural schools get some assistance from the instructional supervisors hence such amount of supervision is not much. On the concept of disagreement, 31% of the rural students and 24% of the High Density students disagreed that they get they get assistance from the instructional supervisors.

On the notion of “somewhat disagree’ there was an average of 12% Of the sample of students who somewhat disagreed and it shows that such students are not certain of assistance which is expected of them. There was also an average of 25% of (ODL) students from all the three sections who strongly agreed that they get assistance from the instructional supervisors.

It should therefore be generally recommended and concluded that there is a need to boost and increase the supervisory processes so as to enhance the effective operations of the (ODL) students. It is again encouraged and recommended that all ZOU lecturers attain a Post Graduate Diploma in Education (PGDE). That will make them be able to give relevant instructional and professional assistance to the (ODL) students.

The Ministry of Education Arts, Sports and Culture is advised to promote some instructional supervisors who possess the relevant higher qualifications so as to enable them to supervise the (ODL) students who are studying their degree programmes in Early Childhood Development with ZOU.

It is important for the university to implement and improve on some of the issues which have raised and noted in this article.

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