AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

PERCEIVED INHIBITORS OF INSTRUCTIONAL SUPERVISION OF SECONDARY SCHOOLS IN EBONYI STATE, NIGERIA

Emeka Nwinyinya Ph.D.
Department of Educational Management and Foundational Studies,
Faculty of Education, Alex Ekwueme Federal University, Ndufu-Alike, Ebonyi State
nwinyinyaemeka@gmail.com 08037363804

Emeka Ifeoma Ejeh, Ph.D.
Department of Educational Management and Foundational Studies,
Alex Ekwueme Federal University, Ndufu-Alike, Ebonyi State
ejehifeoma@gmail.com 08038793759

ABSTRACT

This paper was designed to investigate Perceived Inhibitors of Instructional Supervision in Secondary Schools in Ebonyi State. The purpose of the study was to establish perceived inhibitors of instructional supervision in Secondary Schools in Ebonyi State which include: Increase in Students' Population, the School Location, Financial Constraints, Inadequate Supervisory Personnel, Lack of Relevant Materials, Tools for Supervision, Lack of Motivation, Lack of Proper Training of Supervisors, Resistance of Teachers to Change and Innovation. The study adopted a descriptive research survey. A total of four hundred and fifty secondary school teachers were selected across the thirteen local government areas of the state. It was drawn through the multi-stage sampling procedure. Four research questions and two hypotheses guided this study. The data were analyzed using mean $(\bar{x})$ *score and standard deviation. Among the findings include: there were inadequate vehicles to convey supervisors to schools. Government hardly releases funds to supervisors for supervision. Recommendations include: Government should organize conferences, seminars (training and retraining) to interpret curriculum development to supervisors in order to meet global challenges in educational sector. Communities should assist in building more classroom blocks, offices and provide adequate instructional materials to enhance effective teaching and learning in secondary schools.*

Keywords: Teacher, Supervision, Instructional, Supervisor, Inhibitor

Introduction

The society is dynamic and education which is supposed to serve the society should be dynamic. Education is expensive and a worthwhile venture in Nigeria. According to Nwalo (2006), supervision of school programme is a necessary administrative function for the improvement of instruction in schools. Supervisors have specialized duties of overseeing the healthy functions of

schools for the purpose of improving and maintaining good teaching and learning. Supervisors perform essentially the functions of planning, organizing, directing and controlling instructional activities in schools. Supervision was introduced in the school system to ensure that teachers teach the learners what is in the curriculum in the most effective and efficient way.

Supervision could be seen as the bedrock of quality education especially at the lower levels of education. Ezeh (2002) sees supervision as those processes and activities carried out by the supervisors of education and the head teachers in schools in order to improve the quality of teaching and learning. Towards this end, supervision could be seen as a means by which the school system enhances the teaching and learning situation through the in-put of the people other than the classroom teachers. Supervision focuses on the provision of effective instruction and improvement in the quality of the experiences of the learner. Thus, the supervisor is one whose job is to help teachers in evaluating teaching methods in line with the latest development in the curriculum and, finding solutions and remedies to problems militating against effective teaching and learning. In order words, the focus of school supervision is basically on improving learning by improving the knowledge, skills and abilities of teachers. Every teacher needs some kind of help for improvement. Even the experienced teachers benefit from the supervisory exercise of skilled supervisors. Since teaching is a process, innovations in education should necessarily be communicated and encouraged in every teacher.

Prior to supervision of instruction was inspection which was introduced into the school system by school administrators during the period of colonial rule in the country. Alu, Eya, Odo, Ede and Ugwu (2001), state that inspection dwells more on accountability and judgment on teachers' performance instead of encouraging or suggesting methods of teaching and learning. Inspection stresses the examination of facilities, classroom teaching, teachers' methods of teaching, especially how the teachers are capable to follow prescribed methods of teaching.

However, the efforts to make school supervision effective and efficient has some challenge for instance some schools are located far from the supervising offices, supervisors find it difficult to reach the schools. The access roads are in most cases not motorable in addition to insufficient supervisory personnel in the offices. This study therefore becomes necessary in order to find out Perceived Inhibitors to Instructional Supervision in Secondary Schools in Ebonyi State as regards the extent of task performance of school supervision.

Etuk, Udofot, Inyang and Alice (2007) define supervision as that phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of educational system. Instructional supervision is therefore, an integral and essential part of school administration, which is entrusted in the hands of the school heads. The principal is the chief executive officer of the school and

so occupies a high position in instructional leadership of the school. He is the architect of the quality of work in his school and he is expected to perform his instructional leadership functions effectively and efficiently. Thus, he should supervise teachers' instructional activities adequately since it is believed that the quality of performance of students depends on the quality of instruction.

It is an undisputable fact that the success or failure of any education system depends to a great extent on the supervising programmes and its implementation. In order to improve the conditions which, surround the teaching and learning process and achieve educational aims and objectives, principals should among other things take supervisory duties seriously especially for the success of the present educational programme. Thus, the ultimate aim of instructional supervision is to improve and enhance teaching and learning by improving the teachers.

However, he pointed out that quality of education in the educational institutions is falling and secondary schools are not left out. Hardly any week passes without report in the national dailies about falling standard of education. This, therefore implies that there is increasing public concern about the quality of education in this country. People therefore, continue to wonder and ask "what is responsible for the poor academic performance and poor quality of education in the country in recent times"? (Nwagwu, Ehiamatalor, Ogunu and Nwadiani (2001).

Furthermore, it has been pointed out that there is laxity among teachers generally. Most of the time, teachers have been accused of inadequate preparations of lessons, absence from work and lateness to work. Indiscipline is also prominent among students. There is a high rate of truancy, dishonesty, and disobedience among secondary school students. There is a criticism between male and female principals. According to male principals, they were of the view that they do better than their female counterpart in rendering effective supervisory services to their teachers. The female principals always come back with stories in the course of supervision, and sometime went on maternity leave which may not make them updated with modern ways of supervision. It is equally observed that some women do come with their children and wares causing distraction in teaching and learning in school. Supervisors who are being assigned to supervise some schools in the rural areas cannot visit the schools more than two times in a year but would rather influence their supervision to urban areas and it hampers effective supervision. In order to bring these problems under control, the Federal Government of Nigerian has through the ministry of education made some efforts by organizing seminars and conferences in making sure supervisors at all levels and teachers are being acquainted with new changes in teaching and learning with motivations if possible. For example, Millennium Development Programme is training teachers with latest development in teaching methodology. However, in trying to solve these problems, different committees were set up so that their findings and recommendations will bring lasting solutions

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

to our educational system but these have proved unsuccessful (Ogbonnaya 2005).

The above problems agitated the researchers' mind and therefore he sought to proffer possible remedies in this study, the Perceived Inhibitors to Supervision of Instruction in Secondary Schools in Ebonyi State, bearing in mind that leadership is a crucial factor in instructional effectiveness. The study will therefore, find answers to these pressing problems and other related issues in our school system.

Statement of the Problem

The human and material resources have suffered due to inability of effective implementation of instructional supervision by the instructional leaders in schools. In the view of Nwalo (2006), there is general concern among educators on the notion that the programme of supervision of instruction is not meeting adequately with the needs of teachers such as giving them the necessary advices that will enable them surmount their instructional problems and providing them with adequate instructional materials to enhance teaching and learning.

The quality and quantity of teachers in education industry are not up to the expected standard in discharging supervisory duties. For instance, in secondary schools today due to teeming population of the unemployment of graduates, government thought that the only way to solve problems of unemployment was to employ both graduates who acquired certificate in Education and those who did not have any knowledge in education were employed. "There is a wise saying that any social change has a social problem". Ebonyi State Government through SEB created a problem that we may not notice its effect now but in future, by employing some young graduates who have no knowledge in teaching methodology and the resultant effect will be that some students will develop hatred in those subjects being handled by those teachers without teaching qualifications. A case study of teachers' recruitment exercise in Ebonyi State Secondary Education Board ((SEB) in 2013).

The above problems are common in our secondary schools. They agitate the mind of the researcher such that attention needs to be paid to them for a better solution. Hence one may ask: what should the school principals do to arrest this deplorable situation? How does this poor situation affect supervision of instruction in our secondary schools? These two questions constitute the major problems of this study.

Purpose of the Study

The purpose of this study is to determine the Perceived Inhibitors to Instructional Supervision in Secondary Schools in Ebonyi State. Specifically, this study sets out to:

i. determine extent to which supervisors perform in maintenance of instructional Supervision.
ii. determine the extent to which funding hinders effective supervision of instruction.
iii. determine how personnel affect effective instructional supervisory roles in secondary schools in Ebonyi State.

iv. determine the extent location of school inhibits effective supervision of instruction in secondary schools in Ebonyi State.

Significance of the Study

This research study on the Perceived Inhibitors to Instructional Supervision in Secondary Schools in Ebonyi State is very important at this time when people are very much worried about the quality and standard of education in Ebonyi State in particular and Nigeria in general. It is therefore, the belief of the researcher that the findings and recommendations of the study will be of immense benefit to school administrators, teachers, students and their parents, policy-makers and researchers among others.

The school administrators (principals) will gain better understanding of the meaning of instructional leadership roles and what the principal does as in instructional supervision. The outcome of this research might make them pay greater attention for the right things to be done in the day-to-day activities of the school. This could improve the teaching and learning in school. The teachers might appreciate the roles of principals in instructional supervision and might decide to take corrections to the instructional process and programmes of the school. The students might also appreciate the effort of school principals and teachers in improving their academic performance. The appreciation might make them to pay greater attention in the teaching and learning process. The parents could be encouraged to act as co-instructional leaders through feedback on strengths and weaknesses discovered in the school as it concerns their children. Parents can contribute effectively in the administration and management of the school by calling on the attention of spirited individuals to assist in making donations and instructional items to the school. This could be equally achieved through their contributions and suggestions especially during Parents Teachers Association (PTA) meetings. Lastly, the study will be very helpful to researchers for it will serve as the basis for further research in this area of study since it would no doubt, arouse further inquiries and research into various aspects of supervision.

Scope of the Study

The scope of this study covers all the secondary schools in Ebonyi state. It has two hundred and twenty-two public schools in the state. Ebonyi State Secondary School Education Board (SEB) was area of our research. The supervisors' attitude towards instructional supervision formed the area of focus.

Research Questions

The following research questions have been formulated to guide the study:

i. To what extent do supervisors' performance in maintenance of instructional supervision?

ii. To what extent does funding hinder effective instructional supervision?

iii. What is the extent of effect of personnel in instructional supervision?

iv. How is location of schools perceived to affect instructional supervision?

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

Hypotheses

In order to determine the results of this study, the following null hypotheses were tested:

Ho i: There is no significant difference between the mean perception of male and female teachers' inhibitors to instructional supervision in Secondary School Students in Ebonyi State.

Ho ii: There is no significant difference between males and females' teachers in the mean perception of the roles of supervisors in the instructional supervision in Secondary Schools in Ebonyi State.

This chapter presents the details of methods for carrying out this study. It is presented under the following sub-headings: design of the study, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis. Abonyi, Okereke, Omebe and Anugwo (2006) also perceive descriptive survey to consist of those studies in which data are collected from a small sample of a large population to enable the researcher describe in a systematic manner and interpret the characteristic features and facts about things that exist. This design is considered appropriate for this study as it merely seeks to determine the role of principals in instructional supervision in secondary schools in Ebonyi State without manipulation of variables. The study was conducted in Nigeria. But our focus is secondary schools in Ebonyi State.

The population of this study comprises all the secondary school teachers in Nigeria. the three education zones which are categorized as follows: Abakaliki zone-1267 teachers, Onueke zone-1101 teachers, and Afikpo zone 1132 teachers. This gives a total population of three thousand five hundred (3500) teachers (Secondary Education Board, Ebonyi State, 2011). A total of Four hundred and fifty (450) secondary school teachers were involved in the study, it was drawn through the multi-stage sampling procedure. This strategy was adopted in order to ensure precision and thoroughness in the sample selection. The first stage involved delimitation of the three education zones into three mutually exclusive clusters, namely: Abakaliki, Onueke and Afikpo. The second stage involved random drawing of three Local Government Areas each from the three education zones. This yielded a total of nine (9) local government areas. The third stage also involved purposive elimination of secondary schools that do not have up to eleven teachers. The fourth stage equally involved a random selection of five (5) secondary schools each from the nine (9) local government areas selected in the second stage. This process had yielded a total of forty-five (45) secondary schools.

The fifth stage involved a random selection of ten (10) teachers from each of the forty-five (45) secondary schools selected in the fourth stage using balloting with replacement. This process yielded a total of 450 teachers which stood as the sample for the study. During the process of drawing the subjects, gender and location of schools were taken into consideration. The sample represented about 20% of the population and is in line with Nwana (1990) proposal that

when a given population is in few thousands a 20-40% of the population would be ideal for use in the study.

The instrument used in this study is 30-item on Perceived Inhibitors to Instructional Supervision (PIIS) Questionnaire. The questionnaire consists of two parts, part 1 and 2. Part 1 contains four items on personal data of respondents. Part 2 contains 30 items, grouped into four sections A, B, C, and D. Section A was made up of eight items, numbered 1-8, meant to elicit information on the degree of principals' performance in the maintenance of instructional supervision. Section B contained eight items, numbered 9-16, meant to elicit information on insufficient provision of funds hinders supervision of instruction. Section C contained eight items, numbered 17-24, meant to elicit information on location of school influences supervision of instruction. Section D contained six items, numbered 25-30, meant to elicit information on how inadequate personnel affect instructional supervisory roles in secondary schools in Ebonyi State. The respondents responded to indicate on a 4-point-type scale, the degree of perceived inhibitors to instructional leadership functions; namely: VE=Very Effective, I= Ineffective, VI= Very Ineffective.

Three experts in Measurement and Evaluation and Educational Foundation were used to establish the face validity of the instrument. This was to ensure clarity of instruction to the respondents, proper wording of items, appropriateness and adequacy of the items in addressing the objectives of the study. The corrections and suggestions made by the experts were incorporated in the final version of the instrument. In order to determine the reliability of the instrument, the questionnaire (PIIS) was administered on thirty teachers in one secondary school in Enugu State. The internal consistency of the instrument was computed using Crobanch alpha. The overall reliability coefficient of the instrument was 0.60. The instrument was considered reliable for use in the present study. According to Ogbazi and Okpala (1994), if the correlation coefficient obtained in an instrument was up to 0.60 and above, the instrument was considered good enough to be used for the study.

The researcher trained three research assistants; one for Afikpo zone and two others for Onueke and Abakaliki zones. In order to gain access to the respondents (teachers) a letter of introduction from the Head, Department of Education Foundation, Ebonyi State University, Abakaliki was presented to the school principal of each secondary school selected for the study. Subsequently each principal introduced the researcher to the teachers. Thereafter, the researcher and the three research assistants administered the four hundred and fifty (450) copies of the questionnaire on the respondents in their staff room during break period. The returned copies of the questionnaires were cross-checked for completeness of responses. Data were analyzed using mean $(\bar{x})$. A criterion mean of 2.50 is set for the study. In this case a mean $(\bar{x})$ score 2.50 and above is adjudged performance in instructional supervisory

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

function and a mean $(\bar{x})$ score below 2.50 is adjudged ineffective performance in instructional supervisory function. On the other hand, t-test was used to test the entire hypotheses postulated at 0.05 level of significance.

Results

The data analysis was done with necessary considerations to the each of the research questions raised and the hypotheses formulated for the study.

Research Question One: What is the extent of supervisors' performance in maintenance of instructional supervision?

Table .1 Description of Extent of Supervisors' Performance in Instructional Supervision.

S/N	Items	X	SD	DECISION
1.	Provision of modern technologies like computer devices for teaching and learning	2.51	0.96	effective
	Provision of Vehicles for conveying supervisors to schools	2.41	0.83	ineffective
3.	The rate of using instructional materials in the school with the teachers	2.51	0.81	effective
4.	Replacing damaged instructional materials	2.41	0.83	Ineffective
5.	Quickly responding to maintenance of instructional materials	2.43	0.84	Ineffective
6.	Upgrading instructional materials for schools	2.34	0.84	Ineffective
7.	Repairing of instructional aids like blackboard	2.41	0.84	Ineffective
8.	Release of instructional materials to the schools.	2.51	0.82	Effective

Table 1 showed that item 1, 3 and 8 recorded mean scores of 2.51, 2.51 and 2.51 respectively indicated that modern technological computer devices for teaching and learning, the rate of instructional materials in the school with the teachers and release of instructional materials to the school by the school management board were used adequately to facilitate teaching and learning in secondary schools in Ebonyi State. While item 2, 4, 5 ,6, and 7 with mean scores of 2.41, 2.41, 2.43, 2.34, and 2.41equally showed that supervisors were ineffective in providing vehicles for conveying supervisors to schools, funding for replacing unavailable instructional materials, quick responses by the school to maintenance of instructional materials, upgrading instructional materials for schools and degree of repairing of instructional aids like blackboard. These factors were perceived as inhibitors to instructional supervision.

Research Question Two: To what extent does funding hinder effective instructional supervision?

Table 2 Funding and Effective Instructional Supervision of Secondary Schools Education in Ebonyi State

S/N	Items	X	SD	DECISION
9.	Financial incentives are provided for the supervision	2.61	0.81	Effective
10.	Budgeting for instructional supervision is adequate	2.51	0.82	Effective
11.	Funds are available for the supervisors for supervision	2.51	0.82	Effective
12.	Provision for school materials and classroom blocks is funded	2.63	0.80	Effective
13.	The staff room for teachers' activities is cared for through funding.	2.51	0.83	Effective
14.	Funds for repairing of supervisors' vehicles are provided	2.43	0.87	Ineffective
15.	Funding for seminars for the supervisors is made available.	2.54	0.88	Effective
16.	Allowances of supervisors after participating in seminars on supervision.	2.51	0.87	Effective

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

Table 2 showed that item 9, 10, 11, 12, 13, 15 and 16 respectively with mean scores of 2.61, 2.51, 2.51, 2.63, 2,51, 2.54 and 2.51 highlighted that financial incentives to the supervision, budgeting for instructional supervision, funds available for the supervisors for supervision, provision for school materials and classroom blocks, the staff room for teachers' activities, the extent government organizes seminars for the supervisors and allowance of supervisors after participating in seminars on supervision were effectively to enhance efficient and effective teaching and learning in our various schools in Ebonyi State and beyond. Item 14 with mean score of 2.43 t 0.87 differed from the opinion on other items. It showed that funds for repairing of supervisors' vehicles was ineffective and not to repair or even buy new vehicles for supervisors for effective monitoring of schools hence it was perceived as an inhibitor to instructional supervision in Ebonyi State.

Research Question Three: To what extent do personnel affect instructional supervision?

Table3 Personnel in Instructional Supervision in Secondary Schools in Ebonyi State.

/N	Items	X	SD	DECISION
17	Skills of supervisors in supervision process	2.62	0.91	Effective
18.	Appointment of qualified supervisors in school enhance supervision	2.86	1.07	Effective
19.	Insufficient number of supervisors in secondary schools affect supervision	2.62	0.99	Effective
20.	Unhindered access to teachers by the supervisors	2.64	1.06	Effective
21.	Ability to cultivate good relationship with the teachers	2.76	1.06	Effective
22.	Manpower to monitor special subjects like mathematics is lacking	2.66	1.01	Effective
23.	Inadequate instructional materials to all public schools	2.61	1.03	Effective
24.	Quality of supervisors from ministry of education monitor to schools	2.60	1.06	Effective

Table 3 showed that items 17, 18, 19, 20, 21, 22, 23, and 24 with mean scores of 2.62, 2.86, 2.62, 2.64, 2.74, 2.66, 2.61, and 2.60 respectively indicated that technical skills of supervisors, appointment of qualified supervisors in schools, insufficient number of supervisors in secondary schools, thorough access to teachers by the supervisors, ability to cultivate good relationship with the teachers, manpower to monitor special subject like mathematics, inadequate instructional materials to all public schools and quality of supervisors from ministry of education to monitor schools were all agreed that there were not Perceived Inhibitors to Instructional Supervision in Secondary Schools.

Research Question Four: To what extent is location of schools perceived to inhibit instructional supervision?

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

Table 4 Location of School in Secondary Schools

S/N	Items	X	SD	DECISION
25.	Inaccessibility of road network to the school	2.82	1.07	Effective
26.	Achievement of government goals and objectives in rural community	2.87	1.06	Effective
27.	Communication between school and community	2.86	1.09	Effective
28.	Regular visitation to rural areas by the principals	2.62	1.03	Effective
29	Cultivate practices in teaching and learning in rural schools	2.87	1.09	Effective
30.	The nature of academic activities in urban schools	2.72	0.74	Effective

Table 4.4 indicated that item 25, 26, 27, 28, 29, and 30 had following mean scores of 2.82, 2.89, 2.86, 2.62, 2.87, and 2.72 respectively which were above the bench mark of 2.50. This showed that location of school was perceived as an inhibitor to instructional supervision in secondary schools in Ebonyi State.

Hypothesis 1: There is no significant difference between the mean perception of male and female teachers' inhibitors to instructional supervision in Secondary School Students in Ebonyi State.

Table 5: Summary of t- test on gender difference on the perception of the inhibitors to Instructional Supervision.

Variables	Gender	N	X	SD	t-cal	Df	t-tab	Decision
Degree of sch. Mgt involvement in instructional supervision	Male	212	2.38	0.59	1.746	409	1.96	Not significant
	female	199	2.48	0.57				
Funding	Male	212	2.48	0.54	2.167	409	1.96	significant
	female	199	2.59	0.53				
Personnel	Male	212	2.61	0.73	0.594	409	1.96	Not significant
	female	199	2.66	0.67				
Location of school	Male	212	2.71	0.81	0.069	409	1.96	Not significant
	Female	199	2.72	0.71				

Table 5 showed that the calculated t value of 2.167 is obtained from funding of schools in urban and rural areas. The critical value 1.960 at an alpha of 0.05 and 409 degree of freedom (df). Since the calculated value is greater than critical value. It is on this note that the null hypothesis was rejected. So, there was a significant difference between male and female in the perception of the inhibitors to instructional supervision in secondary school students in Ebonyi State is significant.

Hypothesis 2: There is no significant difference between male and female teachers in the mean perception of the roles of supervisors in the instructional supervision in Secondary Schools in Ebonyi State.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

Variables	Location of Sch.	N	X	SD	t-cal	df	t-tab	Decision
Degree of sch. Mgt involvement instructional supervision	Urban	305	2.41	0.59	0.601	409	1.96	Not significant
	Rural	106	2.46	0.57				
Funding	Urban	305	2.51	0.55	1.391	409	1.96	Not significant
	Rural	106	2.61	0.53				
Personnel	Urban	305	2.63	0.71	0.199	409	1.96	Not significant
	Rural	106	2.62	0.71				
Location of school	Urban	305	2.71	0.76	0.275	409	1.96	Not significant
	Rural	106	2.73	0.71				

After analyzing the score with t-statistics, the calculated t-value of 0.601 was realized as shown in table 4. The critical value is 1.960, degree of freedom was 409 and it was calculated at the significant level of 0.05. Since the calculated value was less than the critical value, the hypothesis was rejected. This showed that there was no significant difference between male and female in the perception of the roles of supervision in the instructional supervision in secondary schools in Ebonyi State.

Discussion of Findings

Results from the study showed clearly that there were ineffective instructional materials. For instance, quick responses by the school to maintenance of instructional materials scoring 2.43 and degree of repairing of instructional aids like blackboard with low mean score 2.41. It was in line with Ogbonnaya (2005) who found that supervisors of secondary schools lack relevant materials, tools and resources for the effective execution of their functions. Such materials include journals, text books, periodicals, teacher performance evaluation report forms, files, stationeries and of course vehicle where teacher performance evaluation report forms. Funds for replacing unavailable instructional materials affect them with low mean score of 2.41, in opinion of Agbaegbu (2008) he agreed that learning cannot be effectively achieved in our educational system without adequate provision of instructional materials to make teaching and learning more meaningful. Instructional materials are regarded as the effective vehicle for understanding any subject. He states that learning aids are usually concrete instructional materials or devices used by the teachers to make their lessons both practical and interesting.

Based on the finding, upgrading instructional supervision for schools with mean score of 2.34 the importance of teaching / instructional materials cannot be over emphasized in any subject. Poor and inadequate materials have contributed to ineffective teaching and learning in our schools with the resultant effect of poor academic achievement and failures in examinations. Modern technological computer devices for teaching and learning scored above the mean of 2.51 agreed with Nwaokoro (2002) he said that school library as an important department of the school which promotes the growth of knowledge. To him, a well-equipped library is a storehouse of knowledge and a centre of learning

activities. If properly provided, organized and utilized, the library will encourage students' interest in reading and learning and also help the staff in their teaching, research and professional development. In the research he conducted, many schools in Anambra State lacks facilities, good classrooms, laboratories, well equipped libraries, adequate textbooks and instructional materials like tapes, films, strips, pictures, charts etc. He equally recommended that teaching aids as tools for improvement of language, he made it clear that "where teaching aids are not available for teaching it affect effective and efficient teaching and learning in schools

Another aspect of finding in this study was that funds available for supervisors for supervision scored above the bench mark of 2.50. This was in line with view of Alu, Eya, Odo, Ede and Ugwu (2001) that financial constraint is among the problems that hinder effective supervision of instruction. Principals as chief instructional supervisors are not provided with enough fund to provide instructional aids in the school and to provide conducive environment for teaching and learning in their schools. Insufficient fund is perceived inhibitors to supervision of instruction.

Nwankwo (2006) said that funds or imprest is inadequate to some of the needed materials. There are no provisions for school materials like textbooks, science laboratory equipment, and building more classroom blocks for effective teaching and learning, and making the staff office a better place to rest after teaching not stuffy. Even the already existing structures, vehicles, are not maintained. All these problems hampered the smooth running of the school but the reverse is the case here the findings show that supervisors are being paid well.

Result from the findings indicated that vehicles for conveying supervisors to schools scored low of 2.41 and repairing of supervisors' vehicles scored 2.43 suffered a serious setback and were observed as one of the perceived inhibitors to teaching and learning. It supported opinion of Agbaegbu (2008) who opines that inadequate provision of fund for supervisors both for transport and for other expenses has hindered supervision in most areas. He believes that poor economic conditions in Nigeria poses great challenges to school management in which supervision is one of the elements. He equally discovers lack of funds as a problem too and he wrote" Due to lack of funds there are inadequate vehicles for effective supervision exercises.

In the course of this research, it was found that appointment of qualified supervisors in schools had very high score of 2.86. This showed that appointment of supervisors were purely on merit. Finding here reveals that thorough access to teachers by the supervisors with score of 2.64 which shows that teachers in various schools were being thoroughly supervised by the supervisors. But contrary opinion evidence from previous studies (Ajayi and Ayodele, 2006 and Eya and Leonard, 2012) revealed that some instructional supervisors were appointed based on their level of involvement in the government of the day and not as result of they possessed.

Result here shows that insufficient number of supervisors in secondary schools scored far beyond of 2.62 agreed that few numbers of supervisors were not seen as perceived inhibitors to instructional supervision in Ebonyi State secondary schools fails to agree with Mbuko (1994) agreed on the dearth of supervisor for secondary schools in all states in the country. They clearly state that insufficient number of supervisors militate against effective supervision of instruction in schools as the meager available ones are not able to get to all the schools within one academic session, thus most secondary schools in the country are not supervised effectively. Finding showed that inaccessibility of road network inhibited instructional supervision to the school. The mean score of 2.82 is the above the bench mark of 2.50. It was believed that accessible roads help in effective supervision of schools. Agbaegbu (2008) agrees that schools can be located in rural and urban areas. The location of the school has a big influence on the school. Schools located in the urban communities are more equipped with materials and human resources than those of the rural areas but principals of schools located is urban areas according to Ocho et al (1997) suffered the problem of teaching a community that is heterogenic in nature. One of such barriers is that the community has no direct communication with the schools except parents, who have their children in such schools. Finding revealed there was high level of communication between the community and the school scored 2.86 which indicated that irrespective of heterogeneity nature of some schools but parents communicate well with the teachers which countered above opinion of the authors.

This chapter addresses summary, conclusion and recommendation of the study, implications, limitations and suggestions for further studies.

Conclusion

The study which was on perceived inhibitors to instructional supervision of secondary school students in Ebonyi State came to a time when it had been obvious that the government of the day is making every effort to better those areas in our education sector that was seem to have been forgotten by various past administration in the country. It was on this note that the researchers really wanted to know if masses are benefiting from it. Equally to certain the fact that teachers were not motivated and that had hampered effective and efficient discharging of their duties before the era of democracy. In conclusion, the difference is clear now. The language of teachers and government can easily be understood by the bodies.

Recommendations

Based on findings of this study, the following recommendations were made:

1. Government through their agency via ministry of education should provide vehicles for supervisors for easy movement during supervision exercise to schools.
2. Government should organize conferences, seminars (training and retraining) to interpret curriculum

development supervisors in order to meet global challenges in educational sector.

3. Government allocation should be given to our education sector to enable them place teachers in good salary scale like that of federal government, not seeing teaching job as people who searched for job but could not find it.

REFERENCES

Abonyi, O.S. Okereke, S.C., Omebe, C.A., and Anugwo, M.N. (2006). *Fundamentals of educational research and statistics*. Enugu: Fred-Ogah Publishers.

Agbaegbu, P.E. (2008). *The Supervisory Roles of the Principal and its Effect on the Academic Achievement of Senior Secondary School Students in Anambra State.*

Ajayi, I. A. and Ayodele, J. B (2006). *Introduction to educational planning, Administration and supervision.* Lagos: AYYPS publishers.

Alu, B.E; Eya, L.O; Odo, C.O, Ede, F.E. and Ugwu, S.C, (2001). *Fundamentals of educational administration.* Nsukka: Chuka Educational Publishers.

Anderson T. (2008). *Theory and practice on online learning*. (2nd ed) Athabasca University.

Ebonyi State Secondary Education Board (2011). *Government approved public secondary schools and students' enrolment.*

Egbo, J.O.E. (2012*). Capacity building of junior secondary school Principals of School administration and plant management*. Universal Basic Education Board in collaboration with EBSU, Abakaliki.

Etuk, N.E., Inyang, M.U. and Alice, E.U. (2007). *Education in Nigeria in the 21st Century: Focus & imperatives*. A Festschrift in Honour of Prof. Mbong A. Udofot. Uyo: Abaam Publishing Co.

Eya P.E and Chukwu, L.C. (2012). *Effective supervision of instruction in Nigerian secondary school: issues in quality assurance*. Journal of qualitative education.

Eze, D.O. (2002). *Modern school supervision in Nigeria.* A Foundation Approach. Lagos: willy Rose & Applessed Publishing Co.

Federal Republic of Nigeria (2004). *National policy of education.* (4th edition) Lagos: NERDC Press.

Fisher, C.F. (2012). *Supervision of instruction*. from www.stanwartz.com/adminbook/chap.

Glickmein, C.D., Gordon, S. P. and Ross-Gordon, J. M. (2001). *Supervision and instructional leadership*. Needhan Height, MA: Allyn and Bacon.

Nwagwu, Ehiamatalor, Nwadiani, M. E, Ogunu (2001). *Emphasizing supervision in teacher developments matters arising: Frontiers of teacher*

development. Benin City: Ambik Press Ltd.

Nwalo, N.J. (2006). *Teachers' perception of supervision practices in secondary schools in Ebonyi state*. M.Ed. EBSU-Abakaliki.

Nwana, O.C. (1990). *Introduction to educational research.* Ibadan: Irepo Printing Press.

Nwankwo, M.I. (2006) *Effectiveness of supervision in the management of post-primary school in Ikwo L.G.A,* EBSU- Abakaliki. B.Ed.

Nwaokoro, K.I. (2002). *Factors that affect teachers' effectiveness in relation to academic performance of secondary school students in Anambra state*. Owerri: unpublished M.ed thesis Imo state University

Obi, E. (2004). *Issues in educational administration*. Enugu: Empathy International.

Obi, N. (2001). *The impacts of principals' leadership style on supervision of instruction in secondary school in Enugu East Local Government Area*. Unpublished B.Ed Thesis. Enugu State University of Technology.

Ogbazi, J.N. and Okpara, J. (1994*). Writing research report: guide for researchers in education, the social sciences and the humanities*. Enugu State University

Ogbonnaya, N.I. and Ajagbonwu, C.L. (2005). *Major concepts and issues Education. In educational administration.* Onitsha: cape publishers Int'l Ltd.

Okezue, S.U. (2000). *The effect of school supervision on academic achievement of senior secondary school students. A comparative study in Anambra state secondary school students*. Owerri: unpublished M.Ed. thesis Imo State University.