

Classroom Supervisory Practices and Their Relationship to Teacher Effectiveness As Perceived by Secondary Teachers

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ABSTRACT

The study determined the relationship between classroom supervisory practices and teacher effectiveness among the secondary teachers. It used the descriptive correlational research design that involved the forty-five (45) teachers of four secondary schools. The independent variable is classroom supervisory practices measured in terms of the types of supervisory visit, post-visit conference, observation report, and observation techniques. The dependent variable is teacher effectiveness measured in terms of personal characteristics, objectives of the lesson, content, teaching procedure, instructional tools and classroom management. A researcher-made instrument was designed to facilitate the collection of data that were statistically interpreted using the mean, t-test, Pearson product moment correlation of coefficient, and analysis of variance. Compliance to research ethics was done through informed consent. The respondents are mostly female, middle-aged who are within the age ranged of 31 to 40 years and with units in master's degree. On teacher effectiveness, the respondents are rated in terms of personal characteristics and rated "very good" item "showing evidence of intellectual honesty". In the items of "punctuality" and "cheerfulness and good humored" they rated "very good".

KEYWORDS

Education, Classroom, Supervisory Practices, Teacher Effectiveness, Descriptive Design, Philippines

INTRODUCTION

Effective teaching, which consists of the mastery of the subject matter, instructional tools, classroom management and adequacy of supervision produces better instructional performance. The school then performs in an unusually successful work environment which has school manager who does his/her task in an exceptional manner. However, Fiedler (1967) maintains that there is no “best” leadership style. The leadership style that works best depends upon the manager’s emphatic attitude in accomplishing task through proper human relations and participation. The teacher is the number one active agent of the learning process that leads to good learning outcomes. Therefore, teaching effectiveness exerts strong influence on the learning process and on the outcomes of the learning.

In this context, classroom supervisory practices and its relationship to teacher effective are the foci of the research. Studies show the importance of the teacher factor in learning effectiveness that needs to be given attention to maximize students’ learning. However, studies reveal that classroom supervisory practices have influence with teaching effectiveness. Thus, supervisors in any institution realize that supervising through authorization, directions’ and class controls usually will not bring about the desired results (Sergiovanni, T. J., & Starratt, R. J., 1991).

Moreover, instructors will perform with excellence if they have well-defined jobs, are capable of doing the job, know what is expected of the instructional, tools to do the job, have the necessary skills and knowledge, and receive feedback on how they perform and perceive and receive rewards for performing as desired.

The researcher believed that a study on the classroom supervisory practices and their relationship to teacher effectiveness is best suited to the conditions indifferent secondary schools. This simply echoes what the researcher had known for years. The supervisory practices of the school makes a difference in relation to teacher effectiveness.

FRAMEWORK

Achieving effectiveness is not an easy task. According to Travers (1988), giving the subordinates day-t0-day instructions, guidance and discipline as required to be able to fulfill their duties and responsibilities are the problems that a supervisor faces. Many of the issues associated with supervision over the years remain intact. Confusion in role definition still plagues the field, and uncertainty exists in determining the key components of the job of the supervisors, how much authority they should exercise the extent of their supervision to the subordinates.

Supervision is designed to improve instruction at all levels of the school enterprise. It helps establish communication and makes people hear each other. It serves as a liaison to get persons into contact with each other who have similar problems.

Furthermore, supervision is characterized by simplicity and grace and conceived as a service to teachers, both as individuals and in groups. Supervisors in education are expected to be experts in the production of the system of their organization. A high school principal or a department chairperson who functions as a supervisor needs a more detailed perspective of their job to be successful.

On the other hand, certain principles that govern the operation of supervision that is improving the setting for learning providing materials and facilities. They stated that administration and supervision cannot be separated or set off from each other in a sense that the two correlate and are complementary, mutually share functions in the operation of educational system.

Good supervision is based on philosophy and science. It employs scientific methods that are applicable to the dynamic social process of education and utilizes specific situations, scientific findings concerning the learner. A good supervisory practice seeks to evaluate its personnel, procedures and results that promotes learner's growth and, hence, eventually the improvement of the society.

The quality of the school is dependent upon the quality of classroom instruction and the quality of instruction is dependent upon the quality of the faculty. The quality of the faculty depends upon the quality of the supervision which faculty members receive. Supervision is a means to develop teachers professionally. It increases their moral and effective teaching.

The pop in-visit is a type of classroom supervision visit wherein the teacher does not know when the supervisor/principal will observe him/her. The supervisor makes a random visit and has no schedule of faculty observation. It is a 20 minute unannounced visit without any special preparations of the teacher. However, the formal visit is a full period announced visit that is preceded by a pre-visit conference. The teacher knows when the visit will take place and the supervisor knows what will be taught and how it will be presented when the visit takes place.

The third stage in supervision is the clinical visit which draws its data from first hand observation of a previously planned class and involves a face-to-face interaction between the supervisor and the teacher to improve the quality of instruction.

However, Fiedler (1967) maintained that there is no "best" supervisory style. The supervisor's leadership style that works best depends upon the manager's emphatic attitude in making the tasks accomplished through proper human relations and participation. As a leader, the supervisor should be able to harness the potentials and cooperation of the subordinates.

On the other hand, classroom supervisory practices should go with teacher effectiveness to achieve the best maximal effects. The teacher who like the work environment will also enjoy the work, finds teaching challenging. Good supervisory practices increase teaching effectiveness as it facilitates teachers to develop competencies according to prescribed effectiveness behavior in the classroom teaching.

On Teacher Effectiveness

A true teacher is one who elicits and reinforces each student's intellectual curiosity to learn. He/she is not a mere transmitter of knowledge but a facilitator, evaluator and an agent of change.

Teachers are most effective when they use procedure that enables students to learn and at the same time allowing them to satisfy their psychological needs such as (1) the need to be an active learner; (2) the need to socialize; and (3) the need to be confident and secure. Teachers are most effective when they utilize natural curiosity and exploratory urges of students in the learning process.

Effective teacher's learning requires the ability to make sense of a massive amount of information to make a wide variety of decisions concerning "when to do what". For teachers to be effective, they need to structure knowledge to facilitate its acquisition by the students.

Three central elements involved in effective teaching. First, scheduled staff development meetings to promote teacher's skills in task-analyzing curricular goals, diagnosing students' entry behaviors, monitoring progress, and adjusting objectives and teaching on the basis of monitoring student's learning. It also equipped teachers with learning styles and teaching modes. Second is training in observation, analysis of teaching, and growth-evoking conferencing. Teachers learn to plan and coach each other in the translation of theory into effective teaching practice. Third is a supportive atmosphere that equips teachers to internalize skills and perform better.

Ashton and Webb (1986) stressed that one of the basic concepts of effective teaching is the sense of efficacy. Teachers who have this characteristic manifest the "can do" attitude. Such teachers take pride in the achievement of the students. They play an important role in the achievement of the student aside from the influence of the home factors.

Moreover, effective teaching encompasses varying degree of different tasks. The centrality of classroom management to the teacher's role and its relationship to learning makes it worth to inquire further about teacher behavior that produces well-managed classrooms. Kounin (1970) in a study on classroom management found out that teacher behavior was scored on the following variables: (1) teacher awareness of student behavior; (2) ability to handle simultaneous activities smoothly without becoming diverted by deviancy or "glued" to the activity; (3) smoothness and momentum aspects of the teacher's movement through different activities; (4) the teacher's ability to keep children attentive and (5) how well the teacher monitors student performance and (6) valence and challenge arousal. The variables measures the degree to which the student is presented with varied activities or task demands during a given time by a teacher.

An activity structure perspective examines the activities within a given lesson as shaped by the teacher and student. He further reported that expert teachers show a strong inclination to concentration on the brighter side of the professional experiences;

have positive self-image and attitude towards work. Their success is due to patience, tolerance, empathy, love for and acceptance of students.

OBJECTIVES OF THE STUDY

The study aimed to determine the relationship between classroom supervisory practices and teacher effectiveness as perceived by secondary teachers of Nasipit, Agusan del Norte, Philippines.

METHODOLOGY

Research Design

The study used the descriptive-correlational research design. It is descriptive because it presented the classroom supervision practices of principals/supervisors and teacher effectiveness in the secondary schools in Nasipit, Agusan del Norte. It is correlational because it determined the relationship between classroom supervisory practices and teacher effectiveness.

Research Environment

The study was conducted in Nasipit, Agusan del Norte. Nasipit lies on the western shore of Northwestern Mindanao. It is often referred to as “Lawanit and Tilewood Maker”. It has fertile soil, thus there is a predominance of agricultural crops in the area. Coconuts, corns and bananas are also abundant in the area and are transported to Manila and exported to other countries.

Sampling Design

The respondents of the study were the full time and tenured teachers of selected secondary schools of Nasipit, Agusan del Norte. A Slovin’s formula was used to get the sample of forty five (45) respondents from three (3) private schools and one (1) Public school.

Research Instrument

A researcher-made instrument was designed to facilitate the collection of data. It was submitted to the thesis adviser and research consultants for content validation. Their comments improved the construction of the items.

The research instrument had two (2) parts. Part 1 asked information on the personal profile of the respondents. Part 2 consisted of items on teacher effectiveness while Part 3 inquired on classroom supervisory practices.

Data Collection Technique

The researcher formulated a letter addressed to the Principals of the target schools a permission to conduct a study among the respondents. Having been granted the permission, the researcher personally conducted the distribution of the survey forms to the respondents. There were no serious difficulties encountered in the administration and retrieval of the survey forms since the principals and teachers were very supportive and cooperative. Compliance to research ethics protocol was done through signed informed consent.

Statistical Techniques

To qualify the responses and to provide tools for the testing of the hypotheses, the following statistical techniques were used. Weighted Mean and Standard Deviation were utilized in the descriptive part of the analysis of the study. T-test was used to determine the significant difference in the ratings before and after the implementation of the human resource services. Pearson Product Moment Correlation was used to determine the relationship between teacher effectiveness and supervisory practices. Partial Correlation was used to determine the relationship between teacher effectiveness and supervisory practices when the effects of age, sex and educations attainment are partially out of held constant. To test the difference in the ratings of the three groups ANOVA was used.

RESULTS AND DISCUSSION

The teacher respondents are generally middle-aged with slightly more than onethird of them were in the age of 31-40 years. The teachers employed in the secondary schools of Nasipit are middle-aged. Teaching-learning situation in the classrooms were influenced by the factors that contribute to the characteristics of the middle-aged teachers.

Majority of respondents are female. This supports the common observation that teaching is female-dominated profession. The study reveals that more than one half of the respondents are Master of Arts unit earners. This indicates that only few of the respondents have pursued higher studies for professional growth which is necessary for the enhancement of teaching competence.

For personal characteristics the mean and verbal description of teachers' perception indicates that teacher effectiveness shows that the respondents from the four secondary schools of Nasipit were rated "very good" to the item "showing evidence of intellectual honesty". This means that the teachers from the different high schools show that the heterogeneity of their perceptions were on the same direction. Honesty and dedication to work are factors that influence teacher effectiveness.

Teacher effectiveness in terms of objectives shows that teachers of Nasipit secondary schools were "understood by students" because it has the highest mean and with a verbal

description of “very good”. The respondents have confidence to carry out the objectives of the lesson to enable them to improve teaching effectiveness. According to Anderson (1992), objectives are important because they help facilitate the identification of what the students are expected to know, develop skills and inculcate values and attitudes. This also serve as a basis for planning and organizing activities, choice of appropriate instructional materials, equipment and decision on appropriate assessment techniques.

Content is one component of the opportunities to learn. This refers to facts, concepts, principles and skills. The data reveal the findings on the content of the subject to which students are exposed by their teachers. The respondents rated the item adequate to achieve objectives” as “very good”. It is easy therefore, for teachers to state the objectives of the lesson that are measurable and attainable. The overall mean of teacher effectiveness on content with the verbal description of “very good”. This implies that teacher effectiveness is related to the content of the lesson of the teacher.

On the other hand, teaching procedure utilizes the process which prescribes the course of action that best equips teachers to become effective. On the mastery of subject matter, teachers were being rated as highest with a verbal description of “very good”. The respondents consider mastery of the subject matter as an important element of teaching effectiveness. The mastery of the subject matter makes the delivery of the lesson effective. As the overall description teachers were rated “very good”. This means that teachers are adept in following a number of steps or phrase to ensure a smooth flow of the learning activities. Each of the steps in teaching is easily observed in what a teacher does and the lesson is better delivered.

While on classroom management consists of teacher behavior that produced a high level of student involvement in classroom activities. “Dismissing the class on time” has the highest mean which ranks first among the indicators of classroom management.

Teachers see to it that the class is handled within the scheduled time frame. Dismissing the class on time is a way of managing classroom activity. Furthermore, “eliciting maximum class participation as one of the indicator has the lowest mean with a verbal description of “very good”. This means that even if teachers encourage students to participate in class activities, they have not maximized their participation. In a sense that classroom management has an overall verbal description of “very good”. This also means that teacher maintain order and cleanliness in the classroom that makes the atmosphere conducive to learning. Their being a classroom manager is an index of an effective teacher as supported to the statement of Grambs and Carr (1970) that classroom manager cannot function well without the ability of the teacher to take care of the routine classroom factors and discipline.

The success of the teacher in classroom management depends upon certain factors that involve the effectiveness on the use of instructional tools like the mastery of medium of instruction, variety of techniques, adequacy to reinforce learning and the effective utilization of the lesson. The item on “adequacy to reinforce learning” on instructional

tools, has the highest mean and the verbal description of “very good”. This means that the teachers have the capacity to strengthen the learning of the students by the use of instructional tools or devices. All instructional materials are aids to instruction and enhance the effectiveness of a teaching strategy. On the item of on “effective utilization of instructional tools” has the lowest mean and was described as “very good”. This implies that the teachers have not fully utilized the instructional tool in teaching. However, they are taking efforts to adopt varied teaching techniques to stimulate the interests of the students which is one of the important qualities of a good teacher. This also implies that the teachers are aware of the influence of the instructional tools in facilitating effective instruction.

On Supervisory Visit. supervisory practices are grouped into post-in-visit, pre-visit and clinical supervision. It depends upon the manager’s emphatic attitude in making the task accomplished through human relations and participation. The data on supervisory practices of the principals in terms of supervisory visit were the pop-in visit, the principal inform the faculty of the reason for the visit, verbally described as “very good”. Moreover, the principal starts a formal (visit) by making short pop-in visits for new teachers especially. This is important because the principal makes the new teachers feel welcome to the school’s practices in a less threatening manner. The pop-in- visit is important to get a quick overview of the teaching-learning situation.

Overall, the extent of the supervisory practices of the principals along the aspect of the pop-in visit is described as “often”. This means that supervisors/principals often practice this type of supervision and often show effort and concern regarding the visit.

In terms of the formal visit, the principals are rated “often” in “asking for the lesson plan prior to observing the class”. Principals were “visiting most teachers” and announcing the schedule of their visits”.

In terms of clinical visit, the teachers rated their supervisors “sometimes” on taking time to “sit down with the teacher concerned to decide what will be taught prior to visit”. The overall description on terms of clinical visit was “often”. This means that if the supervisors are performing these types of supervisory practices, their supervision instruction may be effective on the part of the teachers. Wiles (1967) pointed out that one of the functions of the principal is to see that the teachers are performing well necessary for effective teaching and for improving the academic performance of the students.

In post-visit conference, supervisory practice is simply a follow-up of a formal visit. This is a full period observation conference that concludes with the supervisor and the teacher signing the report of the discussion and which is given to the teacher during the observation. As presented in this item on “giving a copy of the written report of the observation” has the highest mean with a verbal description of “often”. This means that the teachers feel that there are instances wherein the principal often provide the teachers a copy of the teacher observation but required the teacher to sign the report to show that the teacher was called and was informed of the result of the observation.

On the other hand, the item on “asking for a schedule of the next visit” was rated by the teachers as “sometimes” which means that once the teachers are called for the post visit conference, they report to the principal’s office for the conference and never ask for another schedule. Asking for another schedule for a post-visit conference is not a healthy sign of teacher effectiveness. The overall mean of the post-visit conference has a verbal description of “often”. According to Fiedler (1967), there is no such thing as “best” supervisory style. The supervisor’s emphatic attitude is necessary in making the task accomplished through proper human relations and participation.

On the part of Teacher Observation report, principals differ on the content of the observation report. Respondents perceived that the principals ‘often” check on the clarity of the purpose of the lesson with the highest mean. Moreover, the item on “rates the level of performance of the teacher during classroom observation was rated “often”.

As a whole the supervisory practice of the principals as perceived by the teachers along observation reports was rated as “often”, which implies that the principals from the different secondary schools of Nasipit have the same supervisory practices in terms of what are contained in the observation reports. Teacher feels inspired and motivated to work and accomplish the goal in order to justify the supervisor’s esteem and confidence in him/her if the feedback and evaluation are given a constructive and nonthreatening climate that can be better improve teaching.

On Classroom Observation Techniques

The respondents perceived that the principal “sometimes” record typical words, phrases and sentences to give the teacher a more accurate feedback, “sometimes” record the series of questions asked by the teacher to improve the teacher’s question techniques, and “sometimes” record directions given by the teacher in the course of the lesson.

It means that the supervisors are showing their assistance to the teacher in the classroom through their observation records that serve as a useful picture of follow-up work as a monitor of the suggestions given. Whatever form of recording is used, it should register the essentials of the visit with a minimum of time and energy that will be the basis for assistance to the teacher and the learner in the classroom.

On the other hand, the respondents perceived that the principals “sometimes” use the Flander interaction analysis technique. The Flander’s interaction analysis is an important tool in the field of systematic observation and has been used as an aid in providing objective feedback. This implies that it is important for the supervisor to try to indicate a central distinction in the systematic rationale whether the teacher uses responsive or initiating influence in verbal interaction with students.

Furthermore, no matter how adequate the principal maybe, he/she will not have all the competencies that will give assistance to the teacher. The classroom observation techniques facilitate the principals/supervisors to provide assistance to what is needed by a teacher for their effectiveness.

However, based from the results of the statistical computation using the Two-Way Analysis of Variance, the difference in the ratings of teacher effectiveness and teacher's perception of classroom supervisory practices when grouped according to age indicates that teacher effectiveness does not vary significantly. It shows that age and teacher effectiveness had no significant differences in the ratings of teacher. The computed f value which is less than the critical f value. This means that teacher's age does not matter in terms of how they perceived their teaching effectiveness. Teaching effectiveness is dependent on the capability of the teacher doing the task and a clear understanding about the work. Teachers perform with excellence if they have well defined jobs and are capable of doing the job. However, teachers perceived themselves to be effective regardless whether they are young, middle-aged or older. Younger teachers, middle-aged and older have similar perceptions in the rating of teachers' effectiveness when group according to age.

In the study along the supervisory practices, age is not significant since the computed f value for factor A that takes the variation of the ages of the respondents has which is less than the critical f value. This indicates that there is no significant difference in the perception of the teachers toward the principal's classroom supervisory practices across age groups. In the same manner, Factor B which is on supervisory practices, reveals that there is no significant variation on the ratings on supervisory practices. Therefore, the null hypothesis is accepted.

However, the results on the computation of the interaction of the two (2) factors, A and B, the age and supervisory practices, the statistical computation show a significant difference. Therefore, the hypothesis is accepted that two of the means across age groups and the rating across the classroom supervisory practices are different. Therefore, it has a greater difference in the ratings between the 2 factors. With this the older respondents have the tendency to give higher ratings on managerial competencies of their administrators. This is due to the fact that when a person gets older, he/she becomes more mature and tends to understand better the actuations of others.

The t-test value of sex vs. teacher effectiveness findings of the study point out that the difference in the ratings of teacher effectiveness when grouped according to sex is significant. This indicates that the perception of the female respondents was comparatively and significantly higher than those of the male teachers. The female teachers rated themselves higher compared to the male respondents. Sex is not significantly related to the perception of the respondents on principal's supervisory practices. A teacher whether male or female, tends to work the same and has his/her own standards doe the good of the students.

However, on the interaction between A and B, is significant in terms of educational attainment in relation to teacher effectiveness. The findings imply that educational attainment is one of the important aspects of teacher effectiveness. Every teacher should hone his/her teaching skills for effective teaching. Being the key figure in the learning process, the teacher has to be competent in the field of education. Therefore,

the researcher believes that educational attainment is one of the key factors of teacher effectiveness. The findings of the study support the theory that educational attainment is significant to teacher effectiveness.

Furthermore, the study shows that on supervisory practices, educational attainment is not significant because the computed f value of Factor A (educational attainment) is lesser than the critical f value. The relationship between educational attainment and supervisory practices is not significant. But if the results are based on the interaction of educational attainment and classroom supervisory practices, the computed f value is greater than the critical f value. Therefore the null hypothesis is rejected. This means that the ratings of the respondents on teacher effectiveness and teacher's perception on classroom supervisory practices when grouped according to educational attainment is significant.

Education is a purposeful process that deliberate the transmission of knowledge, skills, attitudes, values, and behavioral patterns. The researcher believes that educational attainment is a significant factor on teacher effectiveness and classroom supervisory practices. The findings prove that educational attainment determines the learning process that will facilitate the full development of the potentials of individual learners.

Considering that among the indicators of teacher effectiveness, instructional tools the highest in value which means that the teachers are effective in terms of instructional tools. This implies that instructional tools are very important factor to consider in teaching effectiveness. Furthermore, the post-visit conference by the supervisor shows to be significantly related to several factors. Among the six (6) indicators of teachers' effectiveness, 2 variables of teachers' effectiveness were rated low: personal characteristics and the objectives of the lesson.

Moreover, content, teaching procedure, instructional tools and classroom management were rated above the critical value. This means that these indicators were significantly related to teacher effectiveness and yield effective teaching. The result therefore indicates that during the post-visit conference, teachers perceived themselves to be "very good" in terms of content, teaching procedure, instructional tools and classroom management. According to Medley (1982), teacher effectiveness refers to competencies that the teacher should develop to provide greater level of performance. This implies that whatever is the type of supervision practiced by supervisors, the practice will not affect teacher effectiveness teacher effectiveness is only developed within the teacher themselves based on physical and mental characteristics and standards.

The relationship of the type of supervision and teacher effectiveness is also shown through the supervisor's observation report for teachers. Within this type of supervision, teacher perceived themselves as "very good" on the part of the preparation of their "content", objectives ranked 2nd, and teaching procedure ranked 3rd. These three indicators were found to be significant and tend to be stronger as they were closely related and have slight differences. Despite of the differences of the variables, the content, objectives, and teaching have been found to be significantly associated with

teacher effectiveness. This means that the magnitude of the relationship depends on several factors including, but not limited to, the amount of variation of content taught, the type of objective being presented, and teaching procedures used to assess learning.

On observation techniques, the highest ratio among the indicators of teacher effectiveness which obtain the same ratio were content and instructional tools, both with correlation value. This means that teacher effectiveness on the part of the techniques used were “very good” on content and instructional tools. This indicates that teacher show their expertise in making of the content of the lesson and give emphasis in creating and selecting the instructional tools to support classroom teaching and school learning. According to Rothkopf, E. Z. (1976), the pedagogical value of the written material is questionable because some students do not learn directly from the materials. However, explanation of the instructional materials of the teacher is usually necessary and always advantageous. This means that the content and instructional tools have strong effect on teacher effectiveness. However, since the other indicators obtained low ration, this means that they were not effective indicators but remains a matter or speculation. This only shows that teacher effectiveness is influenced jointly by several factors rather than by a single factor.

As a whole, the indicators on teachers’ effectiveness and type of supervision showed that along the types of supervision, content and instructional tools were found to be the highest among the six (6) indicators and teaching procedures. This means that along the type of supervision, content was described “very good” along post-visit conference, on teacher observation report during classroom observation techniques made by the supervisors. But even the rating was low on the types of supervisory practices, it does not because they were not the only factors that can measure teacher effectiveness. Furthermore, even if the supervisors has its own way of conducting of his/her supervisor practices, it does not mean that the teacher is effective due to effective classroom management. Whatever type of supervision is practiced, the conduct of classroom activity depends on the way teachers use techniques or strategies to be successful in the delivery of the tasks.

The relationship of teacher effectiveness on the types of supervision indicates there was a high association on content along the types of supervision like the post-visit conference, teacher observation report, and classroom observation techniques. On “teaching procedure”, it is also clear that along the types of supervision, teacher perceived themselves to be “good” during the post-visit. On instructional tools, the correlation value of content is that teachers are effective on the three indicators of teacher effectiveness. There is therefore a relationship between classroom supervisory practices and teaching effectiveness.

As a whole, significant correlation between teaching effectiveness and classroom supervision is related to the type of classroom supervision.

CONCLUSION

On the basis of the findings of the study, the following conclusions were drawn. It was found out that teacher excellence is not genetically endowed power but a result of rigorous and inspired performance. The use of appropriate instructional tools makes teachers become better and effective. Learning what materials to use and of teaching to use them comes with experience. Classroom management is an integral part teaching and the techniques of managing students can be acquired by the teacher to improve the academic performance of students. While supervision serves as an essential step in an ongoing attempt to improve teaching and instructional procedures. It is a means to develop professionally and it increases moral and effective teaching.

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