

Creating Positive Teacher Attitude to Instructional Supervision in Nigerian Secondary Schools: The Role of Counselling Supervisory Model in Translating Policy to Practice

Eya, Lawrence Okwudili*, Esobhawan, Bernadette Iziengbe & Modebelu, Melody Ndidi
Department of Educational Management, College of Education
Michael Okpara University of Agriculture
Umudike, Abia State Nigeria
*Corresponding author: lawnet65@gmail.com

ABSTRACT

This study investigated the use of counselling model of supervision in creating teacher positive attitude to classroom instructional effectiveness. Data were collected from 127 teachers from two schools after simple random sampling and which formed intact classes; 64 teachers served as treatment while 63 teachers served as control groups. The instrument used was a questionnaire – Attitude to Instructional Supervision Inventory (AISI) developed by the researcher that consisted of 17 items. The validity and reliability of the instrument were established using face and construct validation. Internal consistency and stability were also established using Cronbach Alpha and Test Retest Procedure respectively. The Pearson's Product Moment Correlation procedure tested the reliability of the AISI. Two research questions were asked and two null hypotheses were formulated for the study. Using mean and standard deviation the research questions were analyzed while the hypotheses were tested using Analysis of Covariance (ANCOVA) at 0.05 level of significance. The results indicated that: (i) counselling supervisory model positively impacted on teacher attitude to instructional supervision than traditional model of supervision. (ii) Both male and female teachers exposed to counselling supervision model showed no much difference in their attitude to instructional supervision. (iii) There is no significant interaction between gender and model of supervision on teachers' attitude to instructional supervision. It was recommended that counselling supervision model be used to build positive teacher attitude to instructional supervision.

Keywords: Teacher Attitude to Instruction, Traditional method of supervision, Counselling supervisory model, AISI, Instructional supervision, Secondary Schools

Introduction

Background to the Study

Supervision is very important in any organization. The secondary school system needs effective instructional supervision for effectiveness of teachers in their teaching function. Ugwu (2001) saw education supervision as the effort to help the teachers in identifying and solving their professional problems for the purpose of improving the total teaching-learning situation. Teteh (1999) views instructional supervision as having to do with the process of guiding, directing and stimulating growth with the aim of improving teaching and learning. It involves the stimulation of professional growth and development of teachers. In other words, educational supervision is all that the professional or routine supervisor does with teachers, students and learning facilities to maintain or change the school operation in ways that directly or indirectly lead to improvement in the teaching and learning process in the schools.

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From these definitions, the main focus of supervision is the classroom teacher. Akubue (1994) says it is a service rendered to the teacher. This implies that supervision is a process of helping, guiding, advising and assisting teachers to understand and accept themselves and help them set realistic goals for themselves.

In Enugu state, there is a supervisory arrangement, which allows a team of supervising principals from each education zone supported by randomly selected principals with wide experience to conduct school-to-school supervision. An examination of their instructional supervisory schedule revealed the areas supervised to include: personal neatness of the teacher, lesson notes of the teacher, amount of written work done, class teaching and control, school attendance by teachers, supervision by school principal, cleanliness of the school compound and appearance of teachers. Traditional supervision is teacher focused, applies visitations, is random and haphazard; imposed and authoritarian (Ugwu, 2001).

The present lack of goal achievement in our secondary schools is manifested in examination malpractices and high rate of failure in public examinations. Osafire in Eya (2006) noted that a disquieting trend crept into secondary schools as evidenced by a high failure rate. According to him between 2005 and 2010 more than 60% failure rate was recorded for English Language alone whereas Chemistry, Biology, Physics, Government, Bible Knowledge and Economics had no less than 50% failure rate on the average in the same period.

Counselling Supervision is a supervisory model used by the supervisors of instruction that enables them deal with the teachers within and outside the classroom. This model assumes that teaching is an expression of the self; that psychological changes can bring about changes in teaching behaviour, whereas building of personal security and confidence will have positive result in the classroom; and that supervision can help improve a teacher's self concept; while the solution to teacher problems lies within the teacher. In order to solve such instructional problems of the teacher by the supervisor, the counselling supervision model allows the teachers to willingly differ from one another in all sorts of ways; regard teachers as persons worthy to be persons with potentials and have rights to take decisions. Hasford (1993) posits that the counselling supervisory model is likely to be an effective tool for supervision of teachers.

The teachers' approach or attitude is a factor that cannot be ignored as it has also to do with effectiveness. An attitude is an orientation towards something. Attitude is explained as a mind set, a way of thinking or behaving (Teteh, 1999). It is also a disposition, an orientation and a reaction towards something, someone or an experience. Attitude is affective and is of the mind, an urge or a feeling that can be innate or can be overtly expressed. Attitude can be positive or negative but this is borne out of experience, acquired habits and environmental influences. Sergiovanni in Eya, (2006) had earlier advised that the attitude of the teacher to supervision goes a long way to make or mar instructional delivery. The attitudinal skills of the worker determines his employability and retention (Obi and Ali, 1995).

There is need therefore, to motivate, train and retrain teachers in the area of instructional supervision to enable them develop the right attitude to instructional supervision. This will ensure teacher effectiveness in the classroom instructional activities. Counselling model of supervision seems to have the capability of providing teachers with the positive attitude towards instructional supervision and make them effective teachers by the use of its supportive approach in dealing with teacher problems. Some teachers consider supervision as an attack on their personality. It is not certain therefore whether teacher ineffectiveness and negative attitude to supervision could be as a result of the traditional supervisory model in use by the supervisors.

Gender is another factor that has a lot to do with work output. With an increasing number of females assuming teaching positions in Nigeria it becomes pertinent to examine to what extent gender of the teacher is an indicator of teacher attitude to supervision. Schein in Haccoun and Haccoun (1978), reported that sex stereotypes have their impacts on the evaluation of males and females supervisory behaviours. Several investigators have concluded that gender did not have consistent influence on academic achievement and job performance of male and female or instructional behaviours of teachers. Nworgu (2004) argued that gender gap begins early in life and become magnified under the influence of both home and school factors to impose limits to women's academic and career choices and achievements later in life. The present study tried to see if gender has any relevance to teachers' attitude to supervision and their overall effectiveness.

Literature Review

Supervision is a very important aspect of any enterprise. The management of the education sector cannot be complete without putting in place the supervisory component. The classroom teacher is faced with the instructional tasks that call for regular supervision. Teteh (1999) views instructional supervision as involving the stimulation of professional growth and development of teachers. In other words, educational supervision is all that the professional or routine supervisor does with teachers, students and learning facilities to maintain or change the school operation in ways that directly or indirectly lead to improvement in the teaching and learning process in the schools.

In Enugu State Nigeria, there is a supervisory arrangement, which allows a team of supervising principals from each education zone supported by randomly selected principals with wide experience to conduct school-to-school supervision. An examination of their instructional supervisory schedule revealed the areas supervised to include: personal neatness of the teacher, lesson notes of the teacher, amount of written work done, class teaching and control, school attendance by teachers, supervision by school principal, cleanliness of the school compound and appearance of teachers. These constitute the main ingredients of the traditional supervisory model (Post Primary Schools Management Board, Enugu, 2015). Traditional supervision is teacher focused, applies visitations, is random and haphazard; imposed and authoritarian (Ugwu, 2001). Sometimes the main aim of embarking on school supervision is not necessarily concerned with the instructional effectiveness of the teacher but imposition of supervisor's authority as well as the material benefits (gifts) derivable from the schools visited.

Akubue (2013) in an empirical evidence lent support to this when he concluded that Nigerian principals do not give enough and adequate leadership in instructional supervision. Igwe (1986) also noted that principals do not help teachers to tackle some curricular problems and so there is no goal achievement. The present lack of goal achievement in Nigerian secondary schools is manifested in examination malpractices and high rate of failure in public examinations.

Counselling Supervision is a supervisory model used by the supervisors of instruction that enables them deal with the teachers within and outside the classroom. This model assumes that teaching is an expression of the self; that psychological changes can bring about changes in teaching behaviour, whereas building of personal security and confidence will have positive result in the classroom; and that supervision can help improve a teacher's self concept; while the solution to teacher problems lies within the teacher. In order to solve such instructional problems of the teacher by the supervisor, the counselling supervision model allows the teachers to willingly differ from one another in all sorts of ways; regard teachers as persons worthy to be persons with potentials and have rights to take decisions (Hasford,

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1993). The Counselling Supervision model appreciates the intellectual understanding and behaviour of the client, the teachers, as well as their personality traits, interest motivation and attitudes. Counselling Supervision model demands the supervisors to develop empathy for the supervisee, be a good listener, an effective communicator and provide assistance to all. These can change teachers' attitude to be positive towards instructional supervision.

The teachers' approach or attitude is a factor that cannot be ignored as it has also to do with effectiveness. Attitude is explained as a mind set, a way of thinking or behaving (Teteh, 1999). It is also a disposition, an orientation and a reaction towards something, someone or an experience. Attitude is affective and is of the mind, an urge or a feeling that can be innate or can be overtly expressed.

Teacher attitude has to do with teacher effectiveness. Counselling model of supervision seems to have the capability of providing teachers with the positive attitude towards instructional supervision and make them effective teachers by the use of its supportive approach in dealing with teacher problems.

Gender is another factor that has a lot to do with work output. With an increasing number of females in teaching positions in Nigeria it becomes pertinent to examine to what extent gender of the teacher is an indicator of teacher instructional effectiveness and attitude to supervision. Haccoun in Eya (2006), reported that sex stereotypes have their impacts on the evaluation of males and females supervisory behaviours. Several investigators have concluded that gender did not have consistent influence on academic achievement and job performance of male and female or instructional behaviours of teachers.

This study is therefore, designed to explore the effectiveness of the use of counselling supervisory model to enhance secondary school teachers' instructional effectiveness and positive attitude towards supervision of instruction. In this way a more effective method of instructional supervision may be introduced or the existing one closely examined.

Statement of Problem

Our teachers who are the educational policy implementers must be helped so as to save our educational system from total collapse through the use of an effective instructional supervision. Teachers must be supervised so that they grow professionally and perform better in their classroom because supervision plays the role of helping, guiding and advising the teacher in his instructional tasks (Akubue, 2013). The traditional supervisory model in use in our secondary schools does not seem to help teachers become positively disposed to instructional supervision for effective performance in the classroom tasks. The negative attitude of the teachers towards supervision and supervisors of instruction portends danger on the quality of instruction given in schools (Eya, 2015).

The basic problem of this study is therefore, the fact that the traditional supervisory model in use seems not to be producing the desired result in our secondary schools teaching and learning in the wake of the societal technological advancement. In order to make supervision meaningful to the teachers, there is real need for an instructional supervisory model capable of enlisting the abilities of the teacher in the realization of the objectives of the teaching- learning enterprise and so positively change his attitude to instructional supervision for better performer. When this happens this aspect of Nigerian educational policy would have been translated from mere policy to practice. This forms the problem of this study.

Purpose of the Study

The purpose of this study is to determine the effect of Counselling model of instructional supervision on secondary school teachers' attitude to instructional supervision. Specifically, the study is designed to:

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1. Determine the effect of Counselling model of instructional supervision on teachers' attitude towards supervision of instruction.
2. Find out the effect of Counselling model of supervision on male and female teachers' attitude to instructional supervision.

Significance of the Study

The desire to find a veritable instructional supervisory model capable of solving most instructional supervision problems gave rise to this study. There is need for review or replacement of the existing supervisory model. It is for this reason that the present study is very significant since various groups may benefit from the research. This study will be significant because it will prove that the Counselling model of supervision can be adapted to Nigerian schools for the realization of the educational objectives. This study will benefit supervisors of instruction who will have ready supervisory package capable of eliciting all the information needed from a supervisee in a more congenial and democratic atmosphere, and build positive attitude of teachers towards supervision and classroom instructional activities. This will reduce friction between the supervisors and supervisees and so improve work out put.

The variable used was gender, which gave information on teacher effectiveness and attitude to instructional supervision when exposed to Counselling supervision model. The secondary school level of education was chosen because of its functions of bridging the gap between primary and tertiary institutions as well as being the preparatory ground for the bulk of the labour force, the middle level manpower.

Research Questions

The following research questions guided this study:

1. To what extent does Counselling supervision model influence teachers' attitude towards instructional supervision?
2. How does the attitude to supervision of teachers exposed to Counselling model of supervision differ according to gender?

Hypotheses

HO₁: There is no significant difference in the mean attitude to supervision of teachers exposed to counselling supervision model and those exposed to traditional model.

HO₂: There is no significant interaction between gender and supervisory model on teachers' attitude to instructional supervision.

Design

This study employed a quasi-experimental approach. The specific design is non-equivalent control group design. The choice of this design is as a result of the fact that it was study of cause-and-effect with intact classes. It was not possible to randomly assign subjects to treatment and control groups.

Counselling supervision package was used on the treatment group while traditional supervisory package was administered on the control group before the post-test was administered to both groups. The population for this study consisted of all the teachers in all the state government and mission secondary schools in the Nsukka Education Zone of Enugu state, Nigeria. There are a total of 534 teachers in the fifty-two secondary schools in Nsukka Education Zone. Two (2) schools were drawn for this study through a simple

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random sampling with 127 teachers. The two groups were classified into male and female through information supplied to the questionnaire by the teachers. All the 63 teachers in Urban Girls' Secondary School (UGSS) were taken viz: 13 males and 50 females. All the 64 teachers in Saint Teresa's College (STC) were taken viz: 31 males and 33 females. In all, there were 127 teachers - 64 for treatment group and 63 for control groups.

Data Collection

The Attitude to Instructional Supervision Inventory (AISII) developed by the researcher and validated by experts in Educational research, Educational Administration, and Psychology. Subjecting AISII to measures of internal consistency and stability using Cronbach Alpha it yielded an alpha 0.86 while the Pearson's Product Moment Correlation Procedure stability index was 0.79.

Data Analysis

Data for all the research questions were analyzed descriptively using mean and standard deviation. The decision level for acceptance or rejection of a statement is: 60% response means acceptance, while below 60% means rejection. All the hypotheses were tested using Analysis of Covariance (ANCOVA).

Results

Research Question 1: How does the attitude to supervision of teachers exposed to Counselling Model of Supervision differ according to gender?

Table 1

Mean ratings (x) and Standard deviation (s) of Teachers' Instructional Attitude to Instructional Supervision (By Gender)

Gender	Teacher Attitude		
	X	S	N
Male	53.09	6.21	44
Female	50.80	6.41	83

Result presented in Table 1 reveals that male teachers exposed to counselling model of supervision had a mean rating (x) on instructional attitude of 53.09 and standard deviation (s) of 6.21 whereas female teachers exposed to the same counselling model of supervision had a mean rating (x) on instructional attitude of 50.80 and standard deviation (s) of 6.41. The data reveals that male teachers exposed to instructional counselling model of supervision appear to have higher mean rating on instructional attitude than female teachers so exposed. This thus, suggests that the counselling supervisory model influences more positively, the attitude of male teachers towards instructional supervision than the attitude of their female counterparts.

Research Question 2: How does Counselling Supervision Model influence teachers' attitude towards instructional supervision?

The table 2 below presents the score on items 1-17 of the Attitude to Instructional Supervision Inventory (AISII).

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Table 2

Mean rating (x) and standard deviations (s) of Attitude to Instructional Supervision Inventory (AISI) (By Method of Supervision)

Method of Supervision	Teacher Attitude		
	X	S	N
Traditional Method	49.06	5.51	63
Counselling Method	54.08	6.30	64

From the data in Table 2, the mean ratings of teachers' attitude (x) for teachers supervised using the traditional method of supervision is 49.06 with a standard deviation(s) of 5.51 whereas for those supervised using the counselling supervision model have the mean rating of teachers' attitude (x) of 54.08 and standard deviation of 6.30. From these results it can be inferred that there is a change in the mean rating of attitude to supervision of instruction of the teachers exposed to the counselling supervision model from that of the teachers exposed to traditional supervision method.

Hypotheses

HO₁: There is no significant difference in the mean attitude to supervision of teachers exposed to counselling supervision model and those exposed to traditional model.

Table 3 reveals that the calculated value of 22.895 is greater than critical value of 3.92 at an alpha level of 0.05 for 1df with respect to the supervisory model in use on teachers' attitude towards instructional supervision. Since the calculated value is greater than the critical value, the null hypothesis is rejected. This therefore, implies that there is a significant difference between the mean rating of attitude towards instructional supervision of teachers exposed to counselling model of supervision and those exposed to the traditional method of supervision. It can thus, be stated that the earlier observed difference between the mean ratings of teachers' attitude towards instructional supervision when exposed to the two models of supervision was not attributed to error but actual difference due to the treatment condition.

HO₂: There will be no significant difference in the mean attitude to supervision of male and female teachers exposed to counselling supervision model.

Table 3 shows that the calculated value of 1.080 is less than the critical value of 3.92 at an alpha level of 0.05 for 1df with respect to the effect of gender on teachers' attitude towards instructional supervision when exposed to counselling supervisory model. Since the calculated value is less than the critical value, the null hypothesis is upheld. It therefore, follows that there is no significant difference in the mean rating of attitude to instructional supervision of male and female teachers supervised using counselling model of supervision. Thus, the earlier observed difference between the mean ratings of attitude to instructional supervision of male and female teachers exposed to counselling supervision model is attributed to error but not difference as a result of treatment condition. The table 3 below shows teacher overall attitude to instructional supervision using such variables as supervisory model and gender.

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Table 3

Analysis of Co-Variance (ANCOVA) for teacher overall attitude to instructional supervision scores by supervisory model and gender

Sources of Variation	Sum of Squares	Df	Mean Squares	f-cal.	f-cv	Level of Significant	
Covariates	10.074	1	10.074	.276	3.92	Not	
Main effects	938.150	4	234.537	6.437	3.92	Significant	
Gender	39.361	1	39.361	1.080	3.92	Not	
2-Way Interaction	44.122	6	7.354	.202	3.92	” ”	
Gender and Supervisory Model	21.884	1	21.884	.601	3.92	” ”	
Residual	4190.363	115	36.438				
Total	5182.709	126	41.133				

HO₃: There is no significant interaction between gender and supervisory model on teachers' attitude to instructional supervision

Result presented in Table 3 shows that the calculated value of .601 is less than the critical value of 3.92 at an alpha level of 0.05 for 1df with regards to the interaction of teachers' gender and model of supervision on teachers' attitude to instructional supervision. Thus, the null hypothesis is not rejected. The implication of this is that gender does not combine with model of supervision to affect teachers' attitude to instructional supervision.

Summary of Results

Results presented in this Chapter reveal the following:

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1. The Counselling model of supervision was favoured by teachers in building
2. Positive attitude to instructional supervision as against the traditional supervision method. Teachers exposed to the counseling model of supervision exhibited more positive attitude to instructional supervision and were more at home with instructional supervision than their counterparts who were exposed to the traditional supervisory method.
3. Both male and female teachers exposed to counselling supervision model showed no much difference in their attitude to instructional supervision.
4. There is no significant interaction between gender and model of supervision on teachers' attitude to instructional supervision.

Discussion

Data collected with respect to teacher attitude to instructional supervision were analyzed qualitatively in terms of supervisory method in use to test hypothesis 2. Table 3 presented a summary of the result, which reveals very interesting reasonable show of positive change of teachers' attitude towards instructional supervision when supervised using the counselling supervisory model. The calculated value is greater than the critical value and as such the corresponding null hypothesis is rejected. The researcher therefore concluded that there is a significant difference in the mean scores of attitude to supervision of teachers supervised with counselling model and those supervised with traditional method of supervision. Hasford (1993) had advocated for the use of counselling model of

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supervision believing that it helps the teacher build a sense of personal security in the classroom. In the same vein Anagbogu (1986) advised that the counselling supervisor of instruction should be democratic and supportive in his approach so as to convey an attitude he values while seeking teachers' ideas in solving their instructional problems. The situation above may go a long way in allaying the fears expressed by Ogunsaju (1983) that most teachers would naturally not like being supervised and would not appreciate the dignity in teaching. Also the view that teachers have negative attitude to instructional supervision, educational research and teaching profession as expressed by Ayandele (1997), Akubue (1990), and Ezeocha (1992) may be revisited with a better approach to instructional supervision, and in obedience to their reasons for supervision which include among others, to render a teacher ready for self improvement and make him build confidence in himself as a teacher in the school system.

It has been established scientifically through standardized intelligence tests that superior intelligence between sexes and within sex is relative. These research findings have also proved that no particular sex has monopoly of absolute superiority; even though the women are unwilling to take the risk of leadership especially in security sensitive jobs (Teteh, 1999).

The data presented in Table 3 with respect to hypothesis 2 shows that the calculated value is less than the critical value for attitude of male and female teachers towards counselling supervision model. Thus, the corresponding null hypothesis is upheld. Therefore, the researcher concludes that no significant difference exists between male and female teachers in respect of their attitude towards counselling model of supervision. Keregero (1995) and Brett (1991) had argued that gender is learnt through socialization and culture, and has not much to do with performance at work given equal opportunities. Kunz and Hoy (1976) found out that women are more likely to perform better than men in matters concerning "human relation". This view is in disagreement with the findings of this study as teaching is full of human relation activities. Rather the present study found out that both males and females recorded no difference in their performance. The present result will interest advocates of gender equality.

Recommendations

The following recommendations were made:

The present approach to supervision of instruction in the secondary schools in Enugu State, and indeed in Nigeria, should be replaced with the counselling model of supervision.

To get this done and obtain urgent result, the following should be done:

- a) The supervisors of school instructions should be trained in the art of the counselling supervisory model for better application of this model.
- b) Proper examination of the professional and personal qualities of the supervisors should be made before assigning supervisory duties.
- c) The internal school supervisors should be properly orientated in the skills of counselling supervision for their day to day school supervisory tasks.

Conclusion

This study investigated the effects of counselling model on teacher attitude to instructional supervision. The study employed a non-equivalent control group quasi-experimental design using 127 secondary school teachers drawn from two (2) schools out of the 52 secondary schools in the Nsukka Education Zone of Enugu state, Nigeria. From the two (2) secondary schools, 64 (teachers) were assigned to the treatment group while the remaining 63 (teachers) were assigned to the control group.

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Teachers in the treatment group were supervised using the counselling supervision model while teachers in the control group were supervised using the conventional traditional supervision method. The study revealed that counselling supervision model is superior to traditional supervision method in building teacher positive attitude to instructional supervision. The teachers did not differ significantly in their attitudinal disposition to instructional supervision across gender variable as a result of their exposure to the counselling model of supervision. Also there is no significant interaction between gender and the counselling model of supervision in use. The researcher recommended that counselling supervision model be adopted in Nigerian secondary school system and that instructional supervisors be trained on the effective use of the model.

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