



---

## EFFECTIVENESS OF INSTRUCTIONAL SUPERVISION ON PRIMARY SCHOOL IN MAIDUGURI METROPOLIS, BORNO STATE

**JODA MOHAMMED**

*Department of Public Administration, Ramat Polytechnic, P/M.B. 1070,  
Maiduguri, Borno State, Nigeria*

---

### **ABSTRACT**

*This is a survey study carried out in Borno State to find out the effectiveness of instructional supervision in primary schools in the state. The samples of the study were drawn from teachers, head teachers, supervisors and educational secretaries. Three research questions and three objectives were formulated for the study. Questionnaire and pupils' academic performance in the NCEE for the period of three years were used to collect relevant data for the study. The result of the analysis showed that instructional supervision in primary schools was not effective as at the time of the study because it does not improve the critical areas of teaching/learning process and pupils' academic performance is below expectation. The result of the analysis reveals a significant difference between the views of the teachers and supervisors on the effectiveness of instructional supervision in primary schools. Teachers felt that instructional supervision was effective because it was supervisors who visited schools regularly to give advice to teachers and write report to government on problems concerning the schools. The result also listed the criteria used in assessing the effectiveness of instructional supervision. Finally, recommendations were based on the findings of the study that there is need for better inspectorate services for all primary schools as one of the ways of improving quality education, government should provide enough teaching/learning materials, adequate furniture and quality of teachers should be improved by advising teachers to go for in-service training programmes.*

**Keywords:** *Effectiveness, Instructional, Supervision, Primary, School.*

---

## INTRODUCTION

Primary education is that kind of education which is given to children from age of 5 – 11 years, that is school age children from 1 – 6. However, with the Universal Basic Education (UBE) policy, JSS 1 – 3 now the new nomenclature is Basic 1 – 9 primary education thus entails 9 unbroken years of schooling for children age between 6 – 14 years. The content of the curriculum of this level of education has also been enlarged to cater for a wide body of knowledge in the light of the ever changing global trends in science, technology and the arts. It is also meant to lay a solid foundation for the senior secondary where they are prepared for useful living in the society.

Universal Primary Education, the number of primary schools in Borno State increased dramatically. Enrolment rose from 132,840 in 1985/90 to 308,340 in 1995/1996. Since then the numbers of schools and enrolment have continued to increase. The administration of primary education in Borno State as it is indicated in Primary Education Decree NO. 31 of 1988 is the responsibility of Federal, State and Local Governments, primary education in each state of the federation is financed by federal, state and local governments. A National Primary Education Fund known as the National Fund is established to take care of funding of primary education. The fund is established to take care of funding of primary education. The fund consists of the federal government 65 percent contribution to the calculated cost of primary school teachers and none teachers' salaries and the remaining 35 percent is shared between the state and local governments accordingly.

The teaching force through teachers are employed and paid by the local government authorities, the quality and quantity of the teaching force is controlled by the management of primary schools in the state. The Decree 31 of 1988 has categorically stated that “the management of primary schools in the state is responsible for:

- i. Setting up an effective and supervisory unit
- ii. Providing guidelines on the establishment of new schools and capital projects
- iii. Retirement and reabsorption of teachers
- iv. Responsibility for approval, training and retraining of teaching and non-teaching staff etc. (Decree 31 page A710).

The quality and quantity of teaching force is controlled by the state and federal government because the local government largely depends on the

grants paid by the federal and state governments which is more than eighty percent of the education revenue. The number is increasing since the introduction of the Universal Primary Education (UPE). However the quality of education given to the pupils has been poor and very unsatisfactory.

The Borno State Ministry of Education has indicated that in the year 1995 about fifty-five percent of the teachers were untrained while about fifty percent were untrained in 1996. Quality in education received considerable attention from federal and state governments. First attempt was made to improve the quality of teacher training. Increasingly, holders of the West African School Certificate and those who had been exposed to same secondary school education offered to training for Grade II certificate.

The Grade II training colleges were changed to Junior and Senior Secondary Schools and they are only two advanced teachers colleges in the state, that is College of Education Maiduguri and College of Education, Science and Technology Bama which trains qualified non-graduate teachers. The management of primary schools in the state has set up an inspection within the headquarters at Maiduguri and branches in some parts of the state to supervise the primary schools in the state. In this respect, the advisory role of primary school supervision can be of great help to the young teachers and the government.

- i. To see that pupils are taught according to primary school syllabuses.
- ii. To check, enrollment and attendance of pupils and teachers
- iii. To keep government inform of what goes on in primary schools.
- iv. To find out how far the schools are supplied with textbooks and other school materials.

Full inspection is carried out by a group of inspectors or an inspector for a number of days by inspecting all aspects of the school, that is pupils, staff, buildings, all subjects taught in all classes, equipment, playground, farms and gardens and its organization. Follow-up inspection is carried out to cases the action taken about the recommendations made in the report of the full inspection. A partial inspection is limited to one or two aspect of the school.

### **Statement of the Problem**

The study was to investigate the effectiveness of instructional supervision on Maiduguri Metropolis in Borno State. It focused on the role performance of

supervisors and to find out the extent supervision promotes teaching learning process. Supervision in the eyes of most teachers tend to be associated with evaluation, while the role of supervision is defined as helper or adviser. Teachers try to put distance including attempts to avoid interaction. Here teachers see themselves being treated as people who have something wrong with them. The problem simplify of the study therefore, is to determine whether supervision of instruction has achieved the goals and objectives of primary education in Borno State. It also attempts to find out the problems of inefficiency. Surrounding the roles of supervisors for teachers and pupils, lacks of conducive learning environment, inadequate provision of furniture in classrooms, lack of adequate supervision and the monitoring and evaluation. Supervisors often rely on directives from their superiors and the use of their personal leadership characteristics as sources of authority to influence both teachers and headmasters.

### **Objectives of the Study**

The objectives of the study is to determine;

- i. Assess the instructional supervision improves pupils academic performance in primary school in Borno State.
- ii. Identify the factors affecting effective of instructional supervision in the primary school in Borno State
- iii. Assess the effect of school organization on instructional supervision in Borno State.

## **REVIEW OF RELATED LITERATURE**

### **Theoretical Framework of the Study**

Theoretical framework for the study is based on wiles and love U's (2014) "criteria of effectiveness" the model which directly relates to supervisory roles of supervisors. According to Wiles and Loveu (2014), supervisors in education like and complex part of an organization, even in more complex enterprises, can be viewed in various ways". The diversity of perceptions stems not only from organizational complexity but also from lack of information and absence of perspective at least, the total school operation must be the point of departure from analyzing instructional supervision as a major function of school operation.

Wiles and Loveu (2014) indicated that a most effective model for supervision includes the following;

- i. Curriculum teaching and innovation
- ii. Lesson and unit planning
- iii. Teaching styles, methods and procedures
- iv. Classroom learning climate
- v. Teacher pupil and programme evaluation
- vi. Evaluation and selecting learning materials”

Sule (2013) focused on learning as product and instruction as productive process, the pupils becomes counterpart which might be formed as raw materials. The two criteria dimension for viewing the educational operation at its central care are pupils and instruction. Therefore, instruction relatedness and pupils relatedness can be regarded as major dimensions for analyzing the operation of the school and hence for distinguishing instructional supervision from other endeavors. It is Lear that western type of education was brought into Nigeria by the Christian was missionaries. It first penetrated into the southern region and then later to the northern region of Nigeria. This type of education come into northern region though the system of indirect rule by Christian Missionaries. Ayegba (2009) state that the missionaries depended on African chiefs in their place while the European authorities conquer by religious doctrine.

In 1882, the first education ordinance was promulgated for Lagos and gold coast administration. An inspectorate service was established to regulated education through examination, grants for building and for teachers' salaries, awarding of teachers certificate and establishing of local board of education. By 1950, the government has established a total of 40 government primary school, six in the west, eighteen in the central zone and sixteen in the east, in the northern emirate, four classes of schools were proposed including government sponsored schools, and general secular primary schools. By 1913, northern region has 12 government primary schools and 29 mission schools, the south has 59 government primary schools, 94 grants in aided mission schools. This dual system of management and funding of primary schools existed, that is the voluntary agency and the government. The edict of primary education of the northern region indicated that by 1925, the development of primary education took another phase. The system of primary

education was in the line with that of the British educational system and include primary education, secondary education of different types. Technically and vocational schools and institutions. In the 1930s, there was economic depressions and schools grants by government had to be reduced be transferred to native authorities and missions.

The ten years long range educational development plan (1942-1952) suggested involvement of local committees and local education authorities (L.E.A) in education control among others. The first legislation was the 1948 ordinance, it created regional board of education northern eastern, western and colony plus or central board. This ordinance made the government to assume greater finance and veto power over policy management and control of primary education with the creation of the Ashby report (1960) the northern region had experienced an orderly expansion of primary schools with available teaching staff in schools. The greatest need was to accelerate expansion in order to attain Ashby report target of twenty five percent of children of school age group attending school by 1970. This development programme was designed to advance the primary school system towards the ultimate aim of universal primary education while at the same time providing for an increase of post primary facilities in order to ensure a balanced system of education.

In September 1976, the universal primary education programme (U.P.E) was launched by Lt. General Olusegun Obasanjo, the then head of state. Under the scheme, primary education with last six before the end of the calendar year. The universal primary education is a federal government programme and support by all states of the federation. The reasons for adoption universal primary education was to improve the overall school enrolment and to correct the educational imbalance between one part of the country and another. In the national policy on education (2012) it is stated that;

*“Under the universal primary education scheme, it is provided free in the public institutions. Increasingly, the local government, under the supervision of the state government, is responsible for the administration of primary schools in its area with financial support of the federal and the state government”.*

Presently, the management of primary schools under the control of the primary education board which re-established in November, 1994.

### Instructional Supervision

Supervision is one the essential functions for the operation of good school. It is concerned mainly with the instructional improvement of the school system. Onasanya (2013). Supervision as;

*“What supervision/inspectors do with school teachers and things to maintain or change the school operation in ways that directly influence the teaching process employed to prime pupils learning”.*

Instructional supervision is concerned with learning, teaching and administration of school system. Ogunu (2005) observed that;

*“Learning involves forming new concepts, modifying existing concepts testing their applications, integrating them with concepts and establishing coherent and acceptable systems of knowledge and understanding”.*

Supervision can be viewed as a process in some respects is more meaningful than viewing supervision as a role or the supervisor as a particular role incumbent, when supervision is viewed as a process, then all personnel who practice in schools (inspectors, headmaster, librarians teachers and others) are supervisors at one time or another. Every organization has stated objectives which it intends to achieve. No organization can function without well-defined objectives. Many attempts have been made to explain the objectives of inspection/supervision.

The Federal Ministry of Education enumerated of the federal inspectorate service as:

- (a) To asses standard and trends in education advised the Honourable Minister on the performance of the education system.
- (b) To identify and make known more widely good practices promising development in education and draw attention to weakness requiring such attention.
- (c) To provide advice and assistance to those with responsibilities for instructions which are within the area of competence of the federal inspectorate service through day to day contacts, contributions to training innovation and publication?

The school organization and administration panel of the federal inspectorate of education explained that the primary aims of inspecting every aspect of the school operation is to assess the extent to which organization and administration is fostering the total efforts and the aims and objectives of the school as an organization. Okoro (2014) explained that school inspectors and teachers stress that the objectives of inspection is to maintain standard of education. For instance Musa'azi (2013) stressed that the overall objectives of inspection is for improving the standard and quality of education. Likewise Onasanya (2016) indicates that inspection of schools focuses upon improvement of instruction. In his contribution, Ogunu (2015) explained that purpose of short and long visit which an inspector makes to a school. The purpose of short visit usually called routine visit, may to be pass information to the school, see the progress of an experiment, get a general impression of the school, consult with the head or some specialist teacher, assess the reaction to an inspection report, watch a teacher give a lesson for the purpose of assessing him, called information for ministry and so on Archibongs (2013) explained the purpose of inspection as;

- i. To provide a basis for an effective dissemination of concrete and constructive educational advice and ideas designed to improve the quality of teaching ability of the teachers and education of the children.
- ii. To ensure minimum desirable standard so as to provide roughly equally opportunity for children everywhere in the area of preventing the declining efforts in the schools.
- iii. To stimulate desirable educational practices and prevent undesirable from being carried out.
- iv. To furnish materials for accurate and honest reports upon the schools and teachers.
- v. To ensure that regulations are complied with and that public monies in education are being wisely spent.
- vi. To stimulate public interest in education in the broad sense and narrow district sense e.g though reports and advice on the activities of the parent teachers association (P.T.A).
- vii. To provide a basis for action by the teachers the administration, the ministry of education, the inspector etc.



The process of supervision was explained by Loveu (2006) as checking on pupils achievement, plan, and equipment and determine whether teachers were doing their jobs and make appropriate action. On the procedures of inspectors, Bukerfield (2012) explained that inspectors should visit the school for full inspection as a team because they will expect more satisfactorily complete inspection within few days and also their reports are more complementary.

Nwaogu (2016) stated that inspector should enter the classroom before class work begins and greet the teacher in a friendly and courteous manner, the inspector should rarely interrupt the works of the class or take over any part of the instruction, because to do so, would defeat his purpose as a supervisor who encourages and helps the teachers. Schools have attempted to identify the traits of successful supervision and more recently, turned their attention to identify competencies for successful supervision. Katz (2015) has identified three basic skills upon which he believes successful supervision rests;

**Technical skills:** are the ability to use knowledge and techniques to perform specific tasks. The mechanics associated with writing a lesson plan, developing a study unit, equipping a learning resources centre, purchasing laboratory equipment preparing meeting agenda, scheduling a circle of clinical supervision and filling out an annual report might be examples of technical skills.

*“Human skills: refer to one’s ability and judgment in working and acceptance as well as consideration for other. It is knowledge based and includes an understanding of and facility for leadership effectiveness, audit motivation attitudinal development group dynamics and the development of human resources”.*

*“Conceptual skills: refer to supervisors ability to view the school, the district and the educational programme as a whole the skills includes the effective mapping of the independence between the components of the schools as human organization as a functioning human system”.*

Understanding the interdependencies which exist between establishing a human organization, articulating human and administrative supervisory system, and developing a human educational programme is an example of the

conceptual skills. Katz (2015) that through each of the skill levels is universally present in administrative and supervisory positions, conceptual skills are emphasized more by administrative and technical skills more by supervisors who are for the most part concerned with day to day work of the school. The roles of supervisors can be divide into two, namely professional roles and administrative roles.

Inspectors or supervisors of school should be helping in all aspects of school process to maintain high standard of education. Lyons and Pritchard (2017) stated that inspectors can provide a means of personnel communication between the two transmitting information and advice both ways and helping to ensure that the necessary action is taken to improve the quality of education in these schools. Secondly an inspector can from its knowledge, and experience of a broad range of education, disseminate creative ideas and practice and help teachers visit and in service course.

The main functions of supervisors should be that of creating a good and healthy atmosphere in the school system so that the objectives of education can be attained. Proseccott and Bolan (2017) observed the roles of supervisors in relations to innovation are three dimensional namely:

- (a) Advising local education authorities about the relative value of involvement in various national and local curriculum development projects, the needs of the schools and teachers for particular kinds of provision, the financial, adequate development and training programme.
- (b) The in-service training for teachers including establishment and running of centres, the planning and running of in-service courses for teachers including both employing tutors and lecturers etc.
- (c) In relation to school acting as a source of advice and information about current development, research funding and so on”

Sergiovanni and Robert (2015) stated that supervisor work in primarily in the area if instructional improvement. A supervisory role as it has been said by these authors has heavy reliance on expertness as an educational programme leader and instructional leader and the limits imposed on their authorities. With regards to the duties of supervisors, Adesina (2018) explained that the modern inspector’s duties are to ensure build and maintain the right image in the eyes of the teachers, pupils and public. They are to try by all means to

arrest the trend in the falling standard of education, by regularly (at least once a year) visiting all the schools in order to assess the state of teaching and learning.

Aderoummu ( ) listed five duties of supervisors as follows:

- (a) Assessing and reporting on efficiency of every school including its staff
- (b) Furnishing the ministry and board with up-to-date information about the educational standard, the mysteriousism or conundrums and potentialities of the schools inspected.
- (c) Offering all possible assistance to teachers in maintaining educational standards.
- (d) Examining such schools records as are required it be kept by schools
- (e) Such other related functions as the appropriate authority may from time to time assign him”.

Obadara (2015) explains that inspection is needed because it is a specific occasion when schools are examined and evaluated as a place of learning in such away that advice may be given for its improvement, and advice is embodied in the report. Okoh (2013) explains that Nigeria inspector of education actually combines. The roles of inspection and supervision, their first role of inspection and supervision, their first role is that of guide and adviser to teachers, giving teacher concrete and constructive advice regarding their professional work so that quality of education in schools may be improved and their second is that of providing honest, accurate and definite reports on the schools that they inspects, on the teachers they observed, and whether or not nation is getting its value worth from huge amount of public money being open on education.

In working out the function of supervisors or instruction, a number of mysteriousism which keep recurring. The most common is the tendency of staff personnel to migrate to line positions. Supervisor gradually shift their focus and emphasis from strictly helping function to more and more of a directing and reporting functions. Rather than advising teachers and headmasters on their expressed problems or conundrum, supervisors come to the position of telling them what ought to be doing. Furthermore they began to report superiors on the work of the teachers with whom they deals.

Evaluation is most complex and difficult in human behaviour and in teaching and learning establishing criteria of effectiveness is most difficult. Developing valid, reliable instruments and techniques for measuring and observing behaviour is also difficult in teaching/learning process. Supervisors report that they don't often have the chance to experience the lift that comes from helping teacher with a real problem. There are obvious reasons for such as the fact that supervisors are often responsible for many teachers' consumers most of their time.

Copeland and Boyan (2006) stated that instructional problems in classroom and generally in terms of pupils behaviour such as pupils being unable to perform specific mathematical operations. Evaluation of teachers in the classroom is one the most important aspect of supervision/inspection. Schools should be evaluated to know the extent to which teaching and learning take place. Jiboyewa (2014) defined evaluation of teaching as a systematic process of determining whether a specific process or goals is being met and that it involves setting a standard and procedure and ensuring that performance conforms to the standards and goals. Jiboyewa (2014) also listed the following as some ways of evaluating effective teaching"

- (a) Observation which should be made by a trained observers, or professional who can distinguish between effective and ineffective teaching performance
- (b) Tests of teaching skills: which involves assessing teachers' knowledge and the instructional outcome (that is the pupil achievement).
- (c) Measurement of teachers' competency which includes punctuality, loyalty, ability to relate with others and comply with school regulations".

Ogunsaju (2011) viewed evaluation as a means of attempting to get feedback of the effectiveness of our operation so that we can assess progress towards goals. It involves measures and our observations measures of a kind these must be valid and reliable, and our sampling of measures must be adequate.

Thomas (2017) Maintains that evaluation of teachers should be done for reasons namely:

- (a) "The public reason: as the public employs professionally trained individually trained individuals to run its schools, it is impossible to render a trend and complete account without evaluating the teaching and its efforts.

- (b) The professional reason: the teaching must be evaluated so that it might improve.
- (c) The private reason: to determine the salary advancement of teachers or through promotion of teachers, basing on evaluation”.

In his own contribution, (Kiringha (2009) explained that evaluation of effectiveness of teaching should include several methods used on both teachers and students. Blake believes that evaluation of effectiveness of teaching must be an integral part of teaching and learning process and this should encourage the pupils to recognize and accept personal responsibilities in their learning in support to this, it is true that a correct evaluation of effectiveness of teaching can only be done if the inspectors are trained for it, rather than if the evaluation is done by inspectors who are appointed only on the basis of their long teaching experience.

Continuous assessment is one of the ways of which teachers' performance can be evaluated in schools. Continuous assessment has been official adopted as an essential part of educational evaluation in this country. The importance of continuous assessment was made clear by the federal government through ministry of education and the national policy on education (2004). Continuous assessment has been defined as a mechanism whereby a final grading of a student, in cognitive, effective and psycho-motor domains, behaviour takes into account a systematic way of all performances during a given period of schooling. The national policy on education shows that an inspector should not limit his evaluation of teacher performance; inspectors should always bear in mind that they are dealing with human beings.

## **METHODOLOGY**

### **Design of the Study**

This is study on the effectiveness of instructional supervision on Maiduguri metropolis in Borno State, to test of independent means obtained from two separate groups that is to find the difference between the views of supervisors and teachers and one way analysis of variance were used to analyse the data.

### **Population and Sample**

The subjects whose responses were used to assess the effectiveness of instructional supervision on Maiduguri metropolis in Borno State inspectors

of primary school education board and education secretaries. A total of six thousand qualified headmasters, teachers and inspectors from the six educational zone of Borno State made up the population of Biu, Gwoza, Ngala, Monguno and Damboa zones. These were the qualified personal that were conversant with the meaning and procedure of instructional supervisor in primary schools. The minimum qualification for any subject is teachers Grade II certificate. They have all taught in the primary schools for at least five years. The sample for the study were six hundred subjects draw from they were used to select the subjects. They were made up to one human and fifty headmasters, fifty inspectors and four hundred primary school teachers. They have all been involved in instructional supervision in primary schools in the state for over five years.

#### Selected Number of Teachers and Primary Schools Sampled by Zones.

S/N	Zones	No. of School	No of inspectors supervisor	No of headmasters	No of teachers
1	MMC	60	12	30	70
2	Biu	55	10	25	69
3	Gwoza	40	08	20	63
4	Ngala	47	05	23	66
5	Monguno	48	06	25	64
6	Damboa	50	09	27	69
	Total	300	50	150	400

#### Research Instrument

One research instrument was for this study. This was the questionnaire. Information from the records on pupil's performance in various schools was also used as a source of data collection. Questionnaires comprising thirty items in seven sections were developed. The sections are curriculum teaching and innovation, teaching styles, method and procedures, lesson and unit planning, classroom learning climate.

Instructional roles of headmaster and supervisors, selection learning materials and teachers pupils and programme evaluation. A pilot test was conducted to test the reliability and validity of the questionnaire. The result shows that the reliability and validity of the instrument is put at 0.76 and 0.85 respectively. The researcher also collected information on the pupil's

performance in the national common entrance examination for a period of three years 2016-2018.

### Method of Data Analysis

Responses from the questionnaire and information on the performance of pupils common entrance examination were reduce in the means and standard deviations this were late subject to descriptive statistics, test of independent means and one-way analysis of variance (ANOVA).

### DATA ANALYSIS AND RESULTS

Table 1: Regular supervision and students' academic performance

<i>Variable</i>	N	Df	R-cal	R-table	Findings
<i>Regular supervision of students' academic performance</i>	92	90	0.972	0.205	significant

#### Critical value at 0.05 significant levels

Result of analysis shows that the calculated R-value of influence of regular instructional supervision on students' academic performance which is 0.972 is greater than the critical value of 0.205 at 0.05 alpha levels. The calculated correction value reaffirmed that regular instructional supervision has a measurable impact on students' academic performance in Borno State.

Table 2: Instructional supervision and teachers' performance

<i>Variable</i>	N	Df	R-cal	R-table	Findings
<i>Regular instructional supervision of teachers' performance</i>	92	90	0.870	0.205	significant

#### Critical value at 0.05 significant levels

The result obtained in response to research question 2 shows that the calculated r-value 0.870 at 0.05 level of significance is greater than the critical value of 0.205. The calculated correction value reaffirmed that regular instructional supervision has a significant impact on teachers' performance in Borno State.

Table 4.3: Instructional Supervision regularly in schools

<i>Variable</i>	N	No. of school	Daily (%)	Weekly (50)	Monthly (%)	Never (%)	Total
<i>Instructional supervision</i>	92	37	11.4	29.4	28.8	10.4	100

regularly in  
school

--	--	--	--	--	--	--

The response of the teachers on instructional supervision in their schools as indicated above shows that 11% of the schools were supervised on daily basis, 29.4% on weekly basis and 48.8% on monthly basis while 10.4% were not supervised at all.

Table 4: Correlation Coefficient to determine table

S/N	X	Y	X <sup>2</sup>	Y <sup>2</sup>	xy
1	64	58	4096	3364	3712
2	58	49	3364	2401	2842
3	63	60	3969	3600	3782
4	60	55	3600	3025	3300
5	47	38	2209	1444	1786
6	47	45	2209	2025	2115
	Σx = 339	Σy = 14447	Σx <sup>2</sup> = 15859	Σy <sup>2</sup> = 15859	Σxy = 17535

$$r = \frac{n \sum xy - \sum(x) \sum(y)}{\sqrt{n (\sum(x)^2) (n \sum y^2 - \sum(y)^2)}}$$

$$r = \frac{6 (17535) (339) (19447) \sum xy - \sum(x) \sum(y)}{\sqrt{6 (15859) - (339)^2} (6 (15859) - (19447)^2)}$$

$$r = \frac{105210 - 6592533}{\sqrt{(95154 - 114921) (95154 - 37818581)}}$$

$$r = \frac{6487323}{\sqrt{7456790481}}$$

$$r = \frac{6487323}{86352.709}$$

$$r = 75.13$$

$$=====$$

At 0.05 level of significance, the critical value is 75.13. Since the table value is 8.11 is less than the critical table value, the Ho is rejected which means there



is significant difference between effectiveness of instructional supervision and primary schools.

## DISCUSSION

As a result of this study, it was found that pupils' academic performance was not adequately met and that instructional supervision did not contribute to the training needs of pupils. In other words, the inspection in primary schools does not necessarily improve pupils' academic achievements due to the fact that the training needs of pupils are not generally met. The result agrees with the views of Wiles and Lovell (2014) which indicated that the most effective model for instructional supervision includes curriculum teaching and innovation, lesson and planning, classroom learning climate, teaching styles, procedures and teachers/pupils evaluation. They believed that pupils' academic achievement is based on effective teaching and supervision. The process of supervision was explained by Lovell (2014) as checking whether teachers were doing their jobs and effect appropriate action.

In Table 4.2, the factors that can lead to effective instructional supervision in primary schools are stated. The respondents were of the opinion that instructional supervision in primary schools was ineffective because the stated factors were not adequately met by supervisors and the government as well. Their opinion agreed with the views of Segiovanni (2015); Musa'azi (2013) and Fika (2010) that the overall objective of inspection of schools is to focus upon the improvement of instruction. It also agrees with the views of Jiboyewa (2014) which stated that observation test of teaching skills and measurement of teachers competency are some ways of evaluating effective teaching and effective teaching is a means of attempting to get feedback of effectiveness of operation so that one can assess progress towards goals.

The result on Table 4.3 shows tat effect of school organization on instruction supervision in primary schools. These effects are in the aspects of improvement in the quality of teaching, improvement in academic performance of pupils, punctuality of teachers in their classrooms, improvement in provision of learning materials and improved provision of furniture in classrooms. Instructional supervision cannot be effective without qualified teachers who do contribute much too good on academic achievements of pupils. Officials and teachers differ in their views on the effectiveness of instructional supervision. Officials accept that the impact of

school supervision is felt in primary schools. In other words, the officials agree that instructional supervision is effective while teachers hold a contrary view. Officials and teachers also differ on the contributions of all variables stated in the research questions with regard to the effectiveness of instructional supervision in primary schools in Borno State. It shows that inspectors/supervisors do not carry out inspection effectively. Many problems are responsible for the ineffectiveness of supervision in schools. Musa'azi (2015) stated that lack of commitment by teachers and supervisors to the improvement of teaching/learning process of schools is one of the major problems of instructional supervision in schools. The National Policy on Education (2004) indicated that shortage of personnel is also hindering effective instructional supervision in schools.

### **CONCLUSION**

The study evaluated the effectiveness of instructional supervision of primary schools in Borno State. The results show that instructional supervision was ineffective in primary schools in all areas of the study. For instructional supervision to be effective in primary schools, the Inspectorate Services of the State Primary Education Board have to improve. Inspectors have to be committed to work and teaching and learning process of schools should be supervised regularly and good suggestions should be forwarded to government for appropriate action.

Instructional supervision in the eyes of most people is regarded as a process whereby administrators and supervisors choose to cooperate to achieve school purposes. The study focused on instructional supervision in primary schools in Borno State. It is obvious that supervision is not a simple process; it involves a lot more if done properly. Supervisory heads, inspectors and Education Secretaries indicated that primary school supervision in Borno state is ineffective due to lack of good leadership, irregular inspection of schools, problem of inadequate teaching materials, lack of qualified inspectors and supervisory heads and lukewarm attitude to work by both supervisors and teachers. Generally, there is need to approve the inspectorate division of the State Primary Education Board and the express needs of inspectors in the area of transport and accommodation should be met by the Board.

### **RECOMMENDATIONS**

The following recommendations are made based on the findings of the study:

- a) There is need for improved and adequate funded inspectorate service for all primary schools as one of the ways of improving quality education. Inspectors should be visiting schools regularly in order to assess properly the state of learning and teaching in the schools.
- b) The Government of Borno State or the State Primary Education Board should provide sufficient teaching and learning materials and adequate furniture to all primary schools in the State. By doing this, inspectors may not have any problem of a teacher or a school. Inspectors should recommend textbooks to schools for the purpose of improving curriculum development and they should also act as liaison officers between the Ministry/Primary Education Board and teachers and advice government on how to improve the teaching/learning process in schools.
- c) The head teacher of the school organization should endeavour to improve the quality of teachers by the teachers, advice them on in-service training programmes, demonstrate good leadership and be punctual to school so that the teachers will follow suit.

## REFERENCES

- Aderonmu, B.S. & Eniator, G.G. (2015). Introduction to administration of secondary schools in Nigeria. Benin: Evans Brothers Nig. Ltd.
- Adesina, S. (2014). Free education at all levels: problems and Prospects. Keynote Address delivered at 5<sup>th</sup> Annual Conference of Oyo State ANCOPSS. Anatsia. Psychology Testing, New York: Macmillan Publishing Company
- Anderson, D., Sweeney, D.J. & Wiley, T.A. (2005). Statistical method for comparative studies. New York: Wiley and Sons.
- Bacon, N. (2006). Strategies for instructional management. London: Allyn Press
- Blake, R. & Mouton, J. (2001). Management Grid. Houston. Gulf Publication Company
- Borno State Government (2008). Primary Education Edict. Maiduguri: Government Printer.
- Borno State Government (2013). Primary Education Edict. Maiduguri: Government Printer.
- Dodd, W.A. (2015). Primary school inspection in New Counties, London: Oxford University Press.
- Fafunwa, A.B. (1998). History of Education in Nigeria. London: Allen & Urwin
- Federal Government of Nigeria (2004). National Policy on Education, Lagos: Federal Government Press
- Federal Government of Nigeria (2013). The Ashby Report, Lagos: federal Government Press
- Federal Republic of Nigeria (2000). Second National Development Plan (1970-1974), Lagos: Federal Ministry of Information.
- Fika, E.A. (2002). A study of effectiveness of secondary schools inspection in Borno State of Nigeria, Maiduguri: University of Maiduguri Press.
- Harris, B.M. (2007). Supervisory behavior in Education, New Jersey: Prentice Hall
- Jiboyewa, D.A. (2015). Teaching evaluation: The Intellectual Education Students Association Magazine, University of Maiduguri, Vol. 2 No.1

- Katz, L.R. (2003). Skills of an effective administrator. Harvard Business Review, Vol. 33 No.1
- Musa'azi, J.C.S. (2015). The Theory and Practice of Educational Administration, London: Macmillan Limited.
- Nwaogu, J.I. (2017). A guide to effective supervision of instruction in Nigerian schools, Enugu: Fourth Dimension Publishers
- Ojelabi, A. (2014). A guide to school management, Ibadan: Valuta Education Publisher
- Okoh, N. (2006). Nigerian educational policy and the school inspector. Journal of Nigerian Educational Research Association, 4(1).
- Prescoff, M. & Bolan, T. (1999). Supporting curriculum development. London: George Allen and Unwin Limited
- Segiovanni, J.T. and Robert, S. (2006). Supervision: Human perspectives, London: McGraw Hill
- State Ministry of Education (1992). Statistics of Primary Schools in Borno State. Unpublished material from the Inspectorate Division of Borno State Ministry of Education
- Taiwo, C .O. (2002). The Nigerian Educational System: Past, Present and Future, London: Butter and Tanner
- Thomas, B. (2005). Teacher Education. Journal of Educational Administration, 10-11(3)
- Wiles, K. and Lovell, J. (2014). Supervision for better school, 3<sup>rd</sup> Edition, New Jersey: Englewood Cliffs