

## INTERNAL SUPERVISION AS DETERMINANT OF TEACHERS' EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN KWARA STATE, NIGERIA

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### Abstract

*Teachers remain one of the most significant resources in the school system. The supervision of teachers is central to the attainment of the goals and objectives of education. It is against this backdrop that this study examined internal supervision as determinant of teachers' effectiveness in secondary schools. Four research questions were raised to guide the study. Population of the study consists of all teachers in public secondary schools in Kwara State, Nigeria. Stratified, purposive and simple random techniques were employed to select 367 respondents. An instrument titled 'Internal Supervision and Teachers' Effectiveness Questionnaire (ISTEQ) was used to elicit relevant information. Results indicate high level of internal supervision and teachers' effectiveness. Also, findings indicate a significant relationship between teaching supervision, lesson-note supervision, attendance supervision and teachers' effectiveness. Based on the findings of the study, it was recommended that school management should eschew closer, regular and continuous instructional supervisory practice rather than snappy, unscheduled and partial supervision in order to achieve teaching effectiveness.*

**Keywords:** Supervision, Effectiveness, Teachers, Secondary School

### Introduction

Education has been recognized to be the solution to poverty and the key for unlocking opportunities (Edo & Obuzor, 2021; Ivagher, 2021; Nattapong, Suwat & Kowat, 2016). Since education is accepted to be an instrument of change; teachers serve as the main operators of the instrument while the students are referred to as the raw materials to be processed on which the change would be manifested over a period of time (Arulmoly, 2021; Ogunode & Adanna, 2022). In an attempt to ensure that the value of education is being derived at all levels, some officials are responsible to monitor the performances of all those who run education especially those in schools in order to find out or assess the extent of achievement of the goals of education. These officials are the ones officially designated as supervisors (Kipkurui, 2012; Usman, Bushra & Talat, 2018). Supervision of teacher is the means by which subordinate staff of the school are mobilized and motivated towards the full attainment of the goals and objectives of the school they serve. Supervision ensures that the right thing is done through direction and monitoring of teacher activities in school. That is making checks and balances to some specially assigned duties (Alimi, Olatunji & Akinfolarin, 2012; Arifi, 2017; Khantawong, Sirisooksilp & Thawinkarn, 2021). Clark (2015) is of the view that supervision in education is the phrase of school administration which focuses primarily on the achievement of education aims and objectives. He further opines that supervision is an activity which involves guiding, refreshing, encouraging, improving and overseeing the teaching and learning with the hope of asking that co-operation of the teachers in order for the supervisor to be successful in his supervisory functions.

According to Sharma (2016), the functions of school supervisors in order to carry out effective supervision include: making classroom visits, supervising heads of departments and teachers by checking their scheme of work and lesson notes, checkmating teachers' classroom attendance, checking absenteeism and rewarding hardworking teachers and punishing indolent ones by assigning administrative duties to them as

means of encouraging to do the right things at the right time. Mecgley (2015) identified two types of supervision as internal and external supervision. Internal supervision is carried out by the school administrators (headmaster/assistant headmaster or principal/vice principal), while government and delegated agents conduct the external supervision. Modebelu (2008) is of the opinion that internal supervision is more effective in promoting teacher instructional effectiveness in schools. Walker, Thoma, Jones and Kristjánsson (2017) postulates that internal supervision is more conversant, their reasons being that it helps teachers to be dedicated to their duties and helps the less effective and inexperienced teachers to improve their teaching.

In Nigerian secondary schools, report indicates that insufficient supervision has been the cause of students' widespread failure in general examinations. Inequities within the school's horizontal and vertical instructional delivery systems is a result of secondary school administrators' ineffective monitoring of staff and instruction. When supervision is ineffective, students will start acting disrespectfully toward teachers, principals, and other members of the institution's governing body. They will also record poor grades in their coursework, display various types of criminal behavior, and engage in more absenteeism, tardiness, disruptions of classroom activities, and poor academic performance overall (Yusuf, Ijaiya, Mustapha & Joshua, 2020). According to Yusuf, Zahyah and Taslikhan (2018), the achievement of educational goals and objectives depends heavily on teacher supervision. In light of this, this study investigated internal supervision as a factor influencing teachers' effectiveness in secondary schools in Kwara State, Nigeria.

### Literature Review

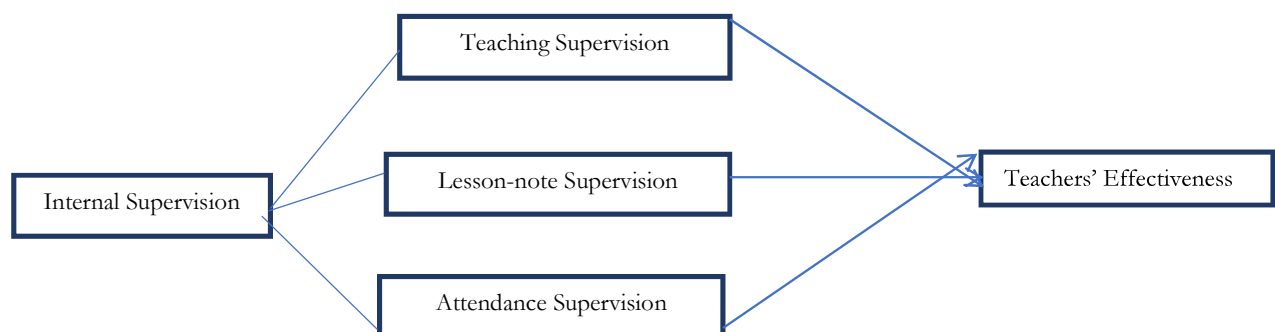
Research conducted by Adun, Indoshi and Okwach (2018) on instructional supervision and teacher effectiveness in public secondary schools in Uyo Akwa Ibom State, Nigeria established a significant difference in teachers' effectiveness based on classroom observation. Teachers in schools where instructional supervision was adequate were more effective than those that had inadequate instructional supervision. Olawoye (2009) in his study on influence of supervision of instruction on teachers' classroom performance" was a total of 223 samples were used, he adopted stratified random sampling techniques, and he also applied ex-post design in his research. Findings indicated interaction with supervisors' influence and to a great extent, their class room performance and adequate teaching material suggested by instructional supervisors helps them to teach more effectively to a great extent. A related research was conducted by Okobia (2015) to investigate the effect of internal supervision on teacher performance. He administered a twenty-item questionnaire on a sample of 30 respondents. The respondent's mean ratings indicate that internal supervision of instruction has an overall positive effect on teacher performance. Treatment of the responses to t-test reveals no significant differences between male and female teachers, experienced teachers and novice, qualified and unqualified teachers. In discussing the findings, he notes that since internal supervisors and the teachers are in same school, supervisory interaction between them ought to be more effective. On the basis of the effective internal supervision of instruction, teachers will be able to acquire the additional knowledge and competencies to be able to cope with new demands, new problems and new challenges. He does recommend regular and comprehensive supervision, enhanced principal-teacher relations, and improved school funding and suitable motivational policies as measures that will enhance the validity of internal supervision of instructions.

Agusiobo and Okonkwo (2018) studied influence of classroom supervision on teachers' effectiveness in secondary schools in Enugu State. This study investigated the role of classroom supervision on teachers' effectiveness in secondary schools in Enugu State. The population of the study comprised all 3,700 teachers in the 85 public secondary schools of Enugu and Awgu education zones. The sample was made up of 198 teachers from six secondary schools drawn through stratified random sampling technique. The study adopted a descriptive survey design. The instrument for data collection was Role of Classroom Supervision on Teachers' Effectiveness Questionnaire (RCSTE). Two research questions and two null hypotheses were formulated. The research questions were answered using mean and standard deviation while t-test was used to test the hypotheses at 0.05 level of significance. The major findings showed that classroom observation by supervisor's

influences to a great extent, teachers "effectiveness and that checking of teacher" professional documents by classroom supervisors also influences to a great extent teachers' effectiveness. The opinions of male and female teachers did not differ significantly with regard to the role of classroom supervision on their effectiveness.

Sule, Eyiene and Egbai, (2015) examined instructional supervisory practices and teachers' role effectiveness in public secondary schools in Calabar South local government area of Cross River State, Nigeria. A well-structured questionnaire tagged "Instructional Supervisory Practices Questionnaire (ISPQ) and Teachers' Role Effectiveness Questionnaire (TREQ)" were used for data collection. The results of the analysis revealed that there was a significant positive relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness. The result also revealed that, there was a significant positive relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness. Chidi and Victor (2017) carried out research on principals' supervisory techniques as correlates of teachers' job performance in secondary schools in Ebonyi State, Nigeria. The findings of the study revealed among others that there is a high positive correlation between classroom observation techniques and teachers' job performance in secondary schools in Ebonyi State. Kosgei, Kimutai and Too (2012) surveyed the impact of head teachers' supervision of teachers on students' academic performance. Results revealed that supervision had positive relationship with the schools' overall mean scores in examinations. Ekaette and Eno (2016) carried out a study on principals' instructional supervision and teachers' effectiveness. The study examined the differences in teachers' effectiveness based on principals' instructional supervision in public secondary schools in Uyo Local Education Committee in Akwa Ibom State. The findings were that there is a significant difference in teachers' effectiveness based on classroom observation, analysis/strategy, post-conference analysis and post-analysis conference.

In the systems approach to supervision, the heart of supervision is the relationship between supervisor and supervisee, which is mutually involving and aimed at bestowing power to both members (Tangen, & Borders, 2016). However, seven dimensions of supervision, all connected by the central supervisory relationship. These dimensions are: the functions of supervision, the tasks of supervision, the client, the trainee, the supervisor, and the institution. The function and tasks of supervision are at the foreground of interaction, while the latter four dimensions represent unique contextual factors that are covert influence in the supervisory process. Supervision in any particular instance is seen to be reflective of a unique combination of these seven dimensions. Based on the various empirical studies on supervision, coupled with models of supervision reviewed, the figure below is the conceptual framework of the present study:



**Figure 1: Conceptual Framework of the Study**

### Research Questions

The following questions were developed to guide the study:

- i. What is teachers' perceived level of internal supervision in secondary school in Kwara State?
- ii. What is the relationship between internal supervision and teachers' effectiveness in secondary schools in Kwara State?
- iii. What are the challenges of internal supervision in secondary schools in Kwara State?
- iv. What are the measures for improving internal supervision in secondary schools in Kwara State?

### Method

A descriptive survey research design was adopted for this study. This is because the study described internal supervision and teachers' effectiveness through the use of questionnaire. Akindutire (2009) opined that the purpose of descriptive research is to describe the state of affairs of particular things as they exist. In this case, researcher has no control over variables under investigation, but can only report what has happened or what is happening. This is exactly what the present researcher did, therefore, considered descriptive survey as appropriate research design method for this study. The population for this study comprises of all senior secondary school teachers in Kwara State, which is estimated at 8,089 based on the information supplied by the Kwara State Teaching Service Commission on in January, 2020. In order to determine the sample size of the study, 367 was gotten based on Krejcie and Morgan's (1970) sampling table. Stratified, purposive and simple random sampling techniques were employed to select the respondents. First, stratified technique was used to group schools according to senatorial districts (north, central and south senatorial districts). Secondly, purposive technique was employed to select schools based from the three senatorial districts while simple random sampling technique was used to select teachers in schools.

In order to elicit comprehensive information for the study, an instrument titled "Internal Supervision and Teachers' Effectiveness Questionnaire (ISTEQ)" was adapted from the studies conducted by Alimi and Akinfolarin (2012) and Kipkurui (2012). Validity can be defined as the appropriateness, meaningfulness, and usefulness of the inferences that a researcher makes. Thus, to ensure validity of the instrument, the questionnaire was given to experts in Educational Management for criticisms and suggestions so as to ensure face and content validity of the items contained in the instrument. An instrument is described as reliable if it measures consistently what it is designed to measure. Creswell (2010) opined that reliability is the consistency of scores obtained by the same person when re-examined with the same test on different sets of equivalent items. Also, it refers to the consistency of an instrument over a period of time. To ensure the reliability of the current instrument, pilot study was using 50 teachers that were not part of the main study. The outcome of the study yielded a reliability index of 0.87 and 0.91 for internal supervision and teachers' effectiveness respectively.

Copies of the questionnaires were administered by the researchers. Before the administration of questionnaires, the permission of the authorities and respondents were sought. This therefore affords the researchers to have effective relationship with the respondents, which enhanced prompt response to area of certain difficulty. Also, each respondent was given a questionnaire to complete independently after adequate knowledge about the purpose of the study. The administered questionnaires using cross-sectional method.

### Method of Data Analysis

After data collection, Statistical Package for Social Sciences (SPSS) was used to perform descriptive and correlation analysis. First, descriptive analysis was used to analyze research questions 1, 3 and 4. Also, correlation method was used in analyzing research question 2. Specifically, it was used in testing the generated hypotheses so as to predict the relationship among the variables of the study.

## Results and Discussion

Table 1: *Response Rate of the Questionnaires*

Response	Rate
Questionnaires distributed	400
Questionnaires Returned	371
Questionnaires not returned	29
Invalid questionnaires	13
Usable questionnaires	358
Response rate	93%
Valid response rate	89%

### Demographic Profile of the Respondents

In this part, we present the demographic profile of the respondents. The demographic data of the respondents was summarized and analyzed using frequency distribution. The categories shown include gender, marital status, education attainment, and years of experience of the respondents.

Table 2: **Distribution Based on Demographic Profile of Respondents (N=358)**

Variable	Frequency	Percentage
<b>Gender</b>		
Male	177	49.4
Female	181	50.6
<b>Total</b>	<b>358</b>	<b>100.0</b>
<b>Marital status</b>		
Married	228	63.7
Single	130	36.3
<b>Total</b>	<b>358</b>	<b>100.0</b>
<b>Education Attainment</b>		
ND/NCE	63	17.6
HND/Degree	227	63.4
MA/MSc/M.Ed.	54	15.1
PhD	14	3.9
<b>Total</b>	<b>358</b>	<b>100.0</b>
<b>Experience</b>		
Less than 5years	91	25.4
6 – 10 years	239	66.8
11years and above	28	7.8
<b>Total</b>	<b>358</b>	<b>100.0</b>

Table 2 shows the distribution of respondents by gender, marital status, education attainment and years of experience. It revealed that the total number of respondents is 358. It further revealed that 177 (49.4%) of the respondents were males while 181 (50.6%) were females. The marital status of the respondents revealed that 228 (63.7%) of the respondents were married, while 130 (36.3%) were singles. The education attainment of the respondents depicted that those with NCE/ND qualifications were 63 (17.6%), those with HND/Degree qualifications were 227 (63.4%), those with MA/MSc/M.Ed were 54 (15.1%) while those with PhD qualifications were 14 (3.9%). The information about the experience of the respondents revealed that; respondents with less than five years experiences were 91 (25.4%), those that have between 6-10years experiences were 239 (66.8%), while those that have above 11years experiences were 28 accounting for 7.8% of the total respondents.

**Research Question One:** What is the teachers' perceived level of internal supervision in Secondary School in Kwara State?

**Table 3:** Perceived Level of Internal Supervision and Teachers' Effectiveness

Variable	N	Mean	Std. Deviation
Teaching Method Supervision	358	1.9810	.48654
Lesson-Note Supervision	358	1.8486	.40582
Attendance Supervision	358	1.9581	.44499
Teachers' Effectiveness	358	1.8041	.46158

The table 3 shows the descriptive statistics of the teaching method supervision, lesson-note supervision, attendance Supervision, and teachers' effectiveness. The descriptive statistics reveals that the average response means are within 1.80-1.98 which falls within the range of "Agreed". In other word, the frequency of "Agreed" response is more than the frequencies of "Disagreed" responses across the four variables in the questionnaire. This implies that Teaching Method Supervision, Lesson-Note Supervision, Attendance Supervision, and Teachers' Effectiveness are the teachers' perceived of internal supervision in Secondary school in Kwara State.

### Hypotheses Testing

**Research Question Two:** *What is the Relationship between Internal Supervision and Teachers' Effectiveness in Secondary Schools in Kwara State?*

**H<sub>0</sub>:** There is no significant relationship between internal supervision and teachers' effectiveness

**Table 4:** Relationship between Internal Supervision and Teachers' Effectiveness

Variable	N	Mean	Std. Deviation	Cal. r-value	p-value	Decision
Internal Supervision	358	1.93	0.315	0.394	0.000	Significant
Teachers' Effectiveness	358	1.80	0.462			

Table 4 revealed that there is significant correlation between internal supervision and teachers' Effectiveness with a correlation coefficient (Cal. r-value) = 0.394 and the obtained p-value is less than 5% level of significance. Thus, there is sufficient evidence to conclude that there is significant relationship between internal supervision and teachers' effectiveness in secondary school in Kwara state.

**H<sub>1</sub>:** There is no significant relationship between teaching supervision and teachers' effectiveness

**Table 5:** Relationship between Teaching Supervision and Teachers' Effectiveness

Variable	N	Mean	Std. Deviation	Cal. r-value	p-value	Decision
Teaching Supervision	358	1.98	0.487	0.370	0.000	Significant
Teachers' Effectiveness	358	1.80	0.462			

Table 5 shows that there is significant correlation between teaching supervision and teachers' effectiveness with a correlation coefficient (Cal. r-value) = 0.370 and the obtained p-value is less than 5% level of significance. Thus, there is sufficient evidence to conclude that there is significant relationship between "Teaching Supervision" and "Teachers' Effectiveness" in secondary school in Kwara State.

**H<sub>2</sub>:** There is no significant relationship between lesson note supervision and Teachers' effectiveness

**Table 5:** Relationship between Lesson-Note Supervision and Teachers' Effectiveness

Variable	N	Mean	Std. Deviation	Cal. r-value	p-value	Decision
Lesson-note Supervision	358	1.85	0.406	0.139	0.008	Significant
Teachers' Effectiveness	358	1.80	0.462			

Teachers' Effectiveness	358	1.80	0.462
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Table 6 shows that there is significant correlation between lesson note supervision and teachers' effectiveness with a correlation coefficient (Cal. r-value) = 0.139 and the obtained p-value is less than 5% level of significance. Thus, there is sufficient evidence to conclude that there is significant relationship between lesson-note supervision and teachers' effectiveness in secondary school in Kwara state.

**H3:** There is no significant relationship between attendance supervision and teachers' effectiveness

**Table 7:** Relationship between Attendance Supervision and Teachers' Effectiveness

Variable	N	Mean	Std. Deviation	Cal. r-value	p-value	Decision
Attendance Supervision	358	1.96	0.445	0.309	0.000	Significant
Teachers' Effectiveness	358	1.80	0.462			

Table 7 revealed that there is significant correlation between attendance supervision and teachers' effectiveness with a correlation coefficient (Cal. r-value) = 0.309 and the obtained p-value is less than 5% level of significance. Thus there is sufficient evidence to conclude that there is significant relationship between attendance supervision and teachers' effectiveness in secondary school in Kwara state.

**Research Question Three:** *What are the Challenges of Internal Supervision in Secondary Schools in Kwara State?*

**Table 8:** Perceived Challenges of Internal Supervision in Secondary Schools

Challenges of Internal Supervision	N	Mean	Std. Deviation
Supervisory personnel	358	2.13	.727
Inadequate pre-professional training for supervisors	358	1.78	.874
Inadequate motivation	358	1.82	.817
Political instability	358	2.06	.795
It does not encourage collegiality or collegueship	358	1.50	.607
In-service training	358	1.63	.710
Inadequate facilities	358	1.73	.798

The table 8 shows the mean and standard deviation of the perceived challenges of internal supervision in secondary school in Kwara state. In accordance with 4-point Likert scale (1: Strongly Agree, 2: Agree, 3: Disagree, 4: Strongly Disagree), 2.5 is the scale midpoint, with values below it approximately means Agreed while the values above it approximately implies Disagree. The results as shown in the table revealed that the average response means are within 1.50-2.13 which falls within the range of "Agreed". This implies that the respondents have high level of perception that the challenges of internal supervision in secondary school in Kwara state are: Inadequacy of supervisory personnel, inadequate pre-professional training for supervisors, inadequate motivation of teachers, discouragement of collegiality or collegueship, problem of in-service training, and inadequate facilities for supervision.

**Research Question Four:** *What are the measures for improving internal supervision in secondary schools?*

**Table 9:** Perceived Measures for Improving Internal Supervision in Secondary Schools

Measures for Improving Internal Supervision	N	Mean	Std. Deviation
Adequate provision of resources	358	1.76	.806
Engagement of highly experience teachers for supervisory role	358	1.63	.755
Provision of in-service education programme	358	1.78	.773
Classroom visitation	358	1.95	.857
Adequate fund	358	1.94	.828
Adequate facilities for supervision	358	2.16	.987
Continuous follow-up supervision	358	1.44	.706

The table 9 shows the mean and standard deviation of the perceived measures for improving internal supervision in secondary school in kwara state. Based on four-point Likert scale (1: Strongly Agree, 2: Agree, 3: Disagree, 4: Strongly Disagree), 2.5 is the scale midpoint, with values below it approximately means Agreed while the values above it approximately implies Disagree. The results in the table revealed that the average response means are within 1.44-2.16 which falls within the range of "Agreed". This implies that the respondents

have high level of perception that the perceived measures for improving internal supervision in secondary school in Kwara state are: Adequate provision of human resources needed for effective supervision, engagement of highly experienced teachers into internal supervisory role, provision of in-service education programme, classroom visitation, provision of adequate fund, provision of facilities for supervision and continuous follow-up supervision.

### Discussion

The descriptive statistics reveals in table 3 that the average response means are within 1.80-1.98 which falls within the range of “agreed”. In other word, the frequency of “agreed” response is more than the frequencies of “disagreed” responses across the four variables in the questionnaire. This implies that teaching method supervision, lesson-note supervision, attendance supervision, and teachers’ effectiveness are the teachers’ perceived of internal supervision in Secondary school in Kwara state. This finding is in line with the study of Eya, and Chukwu (2012) researched on supervision of Instruction in secondary schools in Enugu Education Zone, problems and strategies for Improvement. The study found that supervision enables the ability and qualities of individual teachers to be identified in classroom visitation which are very important. Also, in-service training is effective in promoting effective teachers’ performance. In the same vein, through supervision, individual potentials are developed.

Secondly, based on the hypotheses formulated and tested, the result revealed in table 4 shows that there is significant correlation between internal supervision and teachers’ effectiveness with a correlation coefficient (Cal.  $r$ -value) = 0.394 and the obtained  $p$ -value is less than 5% level of significance. Thus, there is sufficient evidence to conclude that there is significant relationship between internal supervision and teachers’ effectiveness in secondary school in Kwara state. This is in tandem with the research work by Okobia (2015) which investigate the effect of internal supervision on teacher performance. Findings from the study revealed that since internal supervisors and the teachers are in same school, supervisory interaction between them ought to be more effective. On the basis of the effective internal supervision of instruction, teachers will be able to acquire the additional knowledge and competencies to be able to cope with new demands, new problems and new challenges.

The result in table 5 revealed that there is significant correlation between teaching supervision” and teachers’ effectiveness with a correlation coefficient (Cal.  $r$ -value) = 0.370 and the obtained  $p$ -value is less than 5% level of significance. Thus, there is sufficient evidence to conclude that there is significant relationship between teaching supervision and teachers’ Effectiveness” in secondary school in Kwara state. This finding is related to the study embarked upon by Ekaette and Eno (2016) on principals’ instructional supervision and teachers’ effectiveness. Teachers in schools where instructional supervision was adequate were more effective than those that had inadequate instructional supervision. In the same vein, Agusiobo and Okonkwo (2018) established that classroom supervision influenced teachers’ effectiveness in secondary schools in Enugu State, Nigeria. Specifically, classroom observation by supervisor influences to a great extent teachers’ effectiveness and that checking of teachers’ professional documents by classroom supervisors also influences to a great extent teachers’ effectiveness.

The result revealed in table 6 that there is significant correlation between “Lesson-note supervision and teachers’ effectiveness with a correlation coefficient (Cal.  $r$ -value) = 0.139 and the obtained  $p$ -value is less than 5% level of significance. Thus, there is sufficient evidence to conclude that there is significant relationship between lesson note supervision and teachers’ effectiveness in secondary school in Kwara state. This is buttressed with the study by Sule, Eyiene and Egbai, (2015) which examined ‘Instructional Supervisory Practices and Teachers’ role effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State, Nigeria. It was concluded that a closer, regular and continuous instructional supervisory practice rather than snappy, unscheduled and partial supervision is what is urgently needed especially now that a lot of changes have been introduced into the school curriculum. The result in table 7 revealed that there is significant correlation between attendance supervision and teachers’ effectiveness with a correlation coefficient (Cal.  $r$ -

value) = 0.309 and the obtained p-value is less than 5% level of significance. Thus, there is sufficient evidence to conclude that there is significant relationship between attendance supervision and teachers' effectiveness in secondary school in Kwara state. This is in alliance with the findings of the study conducted by Kosgei, Kimutai and Too (2012) revealed that supervision had positive relationship with the schools' overall mean scores in KCSE examinations. The findings of the study are useful in the efforts towards improvement in teacher supervision in secondary schools in Kenya.

On research question three, the result as shown in the table 8 revealed that the average response means are within 1.50-2.13 which falls within the range of agreed. This implies that the respondents have high level of perception that the challenges of internal supervision in secondary school in Kwara state are inadequacy of supervisory personnel, pre-professional training for supervisors, Lack of motivation of the teachers and supervisory staff, lack of motivation of the teachers and supervisory staff, discouragement of collegiality or colleagueship, problem of in-service training, and inadequate facilities for supervision. Supporting this study is the findings by Tesema and Abebe (2014) on the practices and challenges of school-based supervision in government secondary schools of Kamashi Zone of Benishangul Gumuz Regional State. The result of the study indicated that teachers lack awareness and orientation on the activities and significance of school-based supervision, ineffectiveness of the practices of supervisory options matching with the individual teacher's developmental level, and inability of supervisors to apply the necessary procedures for classroom observation properly. On the other hand, among the factors influencing the school-based supervision, lack of relevant training programs for supervisors, scarcity of experienced supervisors in school-based supervision activities, lack of supervision manuals in the schools and shortage of allocated budget for supervisory activities among others.

Lastly, on research question four, results in the table 9 revealed that the average response means are within 1.44-2.16 which falls within the range of agreed. This implies that the respondents have high level of perception that the perceived measures for improving internal supervision in secondary school in Kwara state are: Adequate provision of human resources needed for effective supervision, Engagement of highly experience teachers into internal supervisory role, Provision of in-service education programme, Classroom visitation, Provision of adequate fund, Provision of facilities for supervision, Continuous follow-up supervision. This is in relation with the findings of the study of Chidi and Victor (2017) carried out research on principals' supervisory techniques as correlates of teachers' job performance in secondary Schools in Ebonyi State, Nigeria. The findings of the study revealed among others that there is a high positive correlation between classroom observation techniques and teachers' job performance in secondary schools in Ebonyi State. It also revealed that there was a significant relationship between principals' demonstration techniques and teachers' job performance in secondary schools in Ebonyi State.

### **Conclusion**

The findings of the study seem to depict that teachers in senior secondary schools in Kwara State, agreed that generally, there is a positive effect of internal supervision on their teaching effectiveness in terms of teaching method supervision, lesson-note supervision, Attendance Supervision which in turn leads to teachers' effectiveness in teaching and learning. Based on this, we could conclude that, supervision has been discovered to be a vital element of management. As the education industry is witnessing professionalism, supervision aids the teacher in seeing more clearly the goals and objectives of education set by the government. Therefore, there is the need for principals to supervise their teachers properly for service efficiency because; it is a critical component in professional development. However, the study also discovered that effective teachers are teachers that are properly supervised by their principals and this in turn, helps in producing students of higher academic performance.

### **Recommendations**

The following recommendations were made based on the findings and conclusion of the study;

- i. School principal(s) should develop more techniques in supervising the teachers as it enables the ability and qualities of individual teachers to be identified in classroom for effective teaching.
- ii. School heads should as a matter of fact ensure adequate and effective internal supervision of teachers in order to be able to cope with new demands, new problems and new challenges which will in turn leads to teaching effectiveness.
- iii. Management should observe and monitor teachers in the classroom which would influence to a great extent teachers' effectiveness.
- iv. School management should eschew closer, regular and continuous instructional supervisory practice rather than snappy, unscheduled and partial supervision in order to achieve teaching effectiveness.
- v. Principals should imbibe the act of supervising students' attendance which would in turn have a positive influence on the performance of the students and teachers' effectiveness.
- vi. Stakeholders should as a matter of urgency provide relevant training programs for supervisors in school-based supervision activities in order to better enhance teachers' effectiveness.
- vii. School management should be up and doing in the provision of adequate human resources needed for effective supervision in order to heighten teachers' job performance.

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