

Instructional Supervision and Teacher Effectiveness in Senior Secondary Schools in Tambuwal Local Government Area, Sokoto State, Nigeria

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Abstract

Education delves into issues in developing nations, including Sokoto; thus, poor supervision rendered public schools poor than private ones. The objective of the study was to investigate the relationship between instructional supervision and teacher effectiveness in senior secondary schools in Tambuwal local government area of Sokoto state, Nigeria using a correlational survey design. Therewith, 165 teachers and 9 principals were involved. Analysis shows that 84(52.5%) of teachers agreed that their planned lessons contain learner-centered activities, and 41(25.6%) strongly agreed. Teachers' responses on My principal ensures that I use teaching aids in teaching, 101(63.1%) agreed, 32(20%) strongly agreed, 12(7.5%), and 9(5.6%) disagreed and strongly disagreed, respectively. Regarding teachers' use of modern methods of teaching, 7(77.8%) of the principals agreed, and 2(22.2%) strongly agreed. Principals' responses on Teachers in my school ensure that students gain mastery of the content of instruction reveals 6(66.7%) of them agreed, 2(22.2%) were undecided, and 1(11.1%) strongly agreed. On teachers keeping records of vital information of instruction, most principals are positive as 4(44.4%) and 4(44.4%) agreed and strongly agreed, respectively; 1(11.1%) undecided. Principals submitted Teachers keeping records of student's assessment 5(55.6%) as agreed, 3(33.3%) strongly agreed, and 1(11.1%) undecided. Pearson Product Moment Correlation shows a very high positive correlation between instructional supervision and the appropriateness of teaching methods used in the study area; likewise, there is a moderate positive relationship between instructional supervision and teacher record keeping. Effective supervision of secondary schools is needed for teacher effectiveness in schools in Tambuwal local government area and Sokoto state, Nigeria

Keywords: *Education; Effectiveness, Instructional supervision, Secondary schools, Teacher effectiveness;*



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INTRODUCTION

Supervision is a backbone of educational improvement necessary to help educators and educational administrators in doing their jobs in a better fashion. Supervision is needed in education to ensure uniformity and effectiveness in teaching and serves as a tool to promote teaching and learning in schools. It involves various fruitful themes of checking, inquiry, fact-finding, keeping, guidance, direction, survey, correction, prevention, inspiration, diagnosis, improvement, and quasi (Olorode and Adeyemo, 2012). In the terrain of school, supervision can be viewed as that parcel of school administration that has a specific pertinence for the appropriateness

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of instructional expectations of educational programmes. It is the management of personnel that conducts the works of administration (Owoeye, 2002; Olorode and Adeyemo, 2012). Similarly, there is an opinion that supervision augments the relationship whereby the supervisor guides and assists teachers in attaining objectives (Olorode and Adeyemo, 2012). Supervision is viewed as a relationship between senior and junior members of a profession meant to be evaluative, extend over time, enhance the skills of members, and serve as a gatekeeper to the profession (Ololube, 2014). Bessong and Ojong (2008) reported supervision defined as all efforts established by school officials in order to propel leadership to all the teachers and other educational works in the norm to the improvement of instruction that equally involved stimulation of professional growth and development of teachers; revision of educational objectives and materials of instruction, materials of instruction, teaching methods, and the evaluation of instruction. Some groups regard supervision as a method of advising, guiding, refreshing, encouraging, stimulating, improving, and overseeing certain groups with an aim to seek cooperation so that the supervisors be successful in their tasks of supervision Bessong and Ojong (2008). In a similar vein, instructional supervision is important in the attainment of an effective education system. Recently, Ukpore (2004) dubbed instructional supervision as something that has to do with the coordination of various tasks by autonomous and delegated authority and ensuring that personal consideration is expunged out of official work to attain fairness to obtain the goals of schools (Mohammed *et al.*, 2015). In Nigeria, one of the analysts sees instructional supervision as an internal process that is regarded as micro-inspection aimed at ensuring regular resource utilization and process in a school setting. Moreover, it ensures the maintenance of lines that propel effective learning (Omoregie, 2002; Mohammed *et al.*, 2015; Iroegbu & Etudor-Eyo, 2016). In a nutshell, instructional supervision of schools should watch the teacher service, students learning efforts, curriculum benefits, and school facilities (Ezedi, 2002; Mohammed *et al.*, 2015; Iroegbu & Etudor-Eyo, 2016).

Teacher efficacy is influential and positively associated with student achievement (Moosa, 2021). Teacher Effectiveness, on the other hand, involves the teachers' ability to use qualitative teaching methods, have good skills in record keeping, and have good classroom management for the attainment of educational goals and objectives. Teacher effectiveness is related to the professional implementation of given tasks as enshrined in the curriculum and abiding by a set of rules and regulations that checks the teaching practices of the teacher pertaining to the standards of education. Most supervisors can possibly assess the effectiveness of their teachers using behavioral indicators such as rate of absenteeism, content delivery, regularity in the school and class, punctuality, time taken to accomplish tasks, time management, and preparation and preparation of lesson notes (McQuarrie and Wood, 1991; Glickman, 1992; Goldhammer *et al.*, 1993; Sergiovanni & Starratt, 2002; Peretomode, 2004; Wiles, 2004; Glickman *et al.*, 2007; Oviawe, 2016). Sani (2011) pointed out certain indicators of teacher effectiveness that are influenced by instructional supervision thus; effective methods of teaching, good record-keeping, good classroom arrangement, sound academic performance by students, and good student conduct. Cogan (2013) has an opinion that it is imperative to harbor conditions that will make the teacher comfortable in the course of the supervision process. Parable, cordial relations among actors (the supervisor and the supervisee) spin high chances of the teacher feeling comfortable during the supervision process. It is also propelled that where teachers are aware of the roles of supervision for their professional

development, they are likely to regard the classroom observations positively; but where the teachers' views on supervision are negative, it is most likely that teachers may term supervisions as the perfect platforms for the supervisor to attack them (Reopen & Barr, 2010; Tshabalala, 2013).

The teacher as a participant, controller, resource, assessor, tutor, and the like is enormous in teaching or school environment. The teacher, among other roles, a teacher encourages active learning, develops reciprocity and cooperation among students, yields prompt feedback, emphasizes the time of a task, communicates high expectations, and resorts to diverse talents and ways in order to deliver his mandate effectively. In the same vein, teacher effectiveness plays a prerequisite in learning achievements and objectives. Therefore it is pertinent to explore teacher effectiveness and relationship with instructional supervision in Sokoto, where there is concern about the educational achievement of students and pupils (Kaur, 2019; Umar *et al.*, 2018). Likewise, considering the falling standard and the coupled challenges faced by education in the state and the region in its entirety, there is a need to explore supervision as a clue to teacher effectiveness in the state, hence the need for this study. The purpose of this study is to find out how teachers' instructional supervision relates to their effectiveness in senior secondary schools in Tambuwal local government area Sokoto, Nigeria. Therefore, two research questions are formulated as follows: **Research Question 1:** What is the relationship between instructional supervision and the appropriateness of teaching methods?

Research Question 2: What is the relationship between instructional supervision and teachers' record keeping?

LITERATURE REVIEW

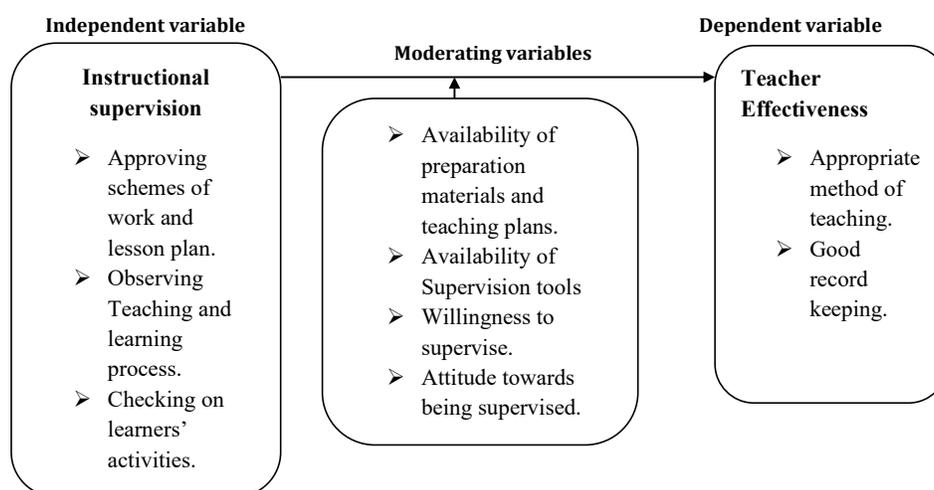
Supervision is very pivotal in schools to see that the standards set by the Ministry are followed and achieve the institutional and national goals. Supervision of teachers is a tool for effectiveness. Timely, effective, and corrective measures shall be in place to ensure the improvement of teacher effectiveness. Supervision of teachers in Nigerian schools entirely rests on the shoulders of supervisors all-inclusive, thus, head teachers, assisted by their deputies, heads of departments, and the directors of studies (Owoeye, 2002; Zepeda, 2003; Abubakar, 2015). Instructional supervision is directed towards achieving teacher professional advancement, personal growth, instructional competence, and learners' academic performance, among others.

A hypothesis was stated as **H1:1. There is a significant relationship between instructional supervision and appropriateness of teaching methods used in senior secondary schools in Tambuwal local government area, Sokoto state, Nigeria** because several studies have shown that there is a relationship between supervision and teachers' methods. Parable, Amina (2015) submitted that instructional supervision feedback provides a diagnosis of teaching methods and enables professional growth and development. Darisah *et al.* (2017), in their study, said it was related that implementation and supervision in learning there are high attitudes and competency improvement.

The other hypothesis formed on this study echoed that, **H1:2. There is a statistically significant relationship between instructional supervision and teachers' record keeping among teachers in senior secondary schools in Tambuwal local government area, Sokoto state, Nigeria.** It is reported that among the objectives of instructional supervision is to ensure that the teachers' effectiveness in managing the classroom is measured, as in Ekundayo *et al.* (2013).

The school records are all documents, books, files, and all other relevant documents that are essential to the development and growth of schools and education entirely. With record keeping at school, there are many benefits, such as maintaining accountability, decision-making, employment, guidance, and planning. It is useful in feeding the parents with suitable information, feeding the students with the required information for achievement performance, and many more. Poor school records management and lack of staff development in that respect are the brains behind many management and policy implementation hurdles nowadays (Amanchuku & Ololube, 2015). Without records, accountability is naught; consequently, there is a tendency to have poor risk accomplishment and measurable results (Amanchuku & Ololube, 2015).

The education system is rapidly taking different tunes and evolving around the world with many changes and issues in many education systems around the globe (Paul & Aremu, 2020). The situation in secondary schools in Tambuwal local government reveals that some teachers no longer regard teaching as a desired career and never take it for granted. To make matters worse, those categories of teachers are reluctant to improve their level of effectiveness and report to school whenever they like and do school duties hesitantly. In a scenario like this, these categories of teachers do use inappropriate methods, regard keeping records as unnecessary, and care less about classroom management which is all part of their effectiveness. However, if the above situation tends to be in existence in schools, the effectiveness of teaching, as well as quality output, will no longer be realized. This is dangerous because the implication is that the products/output will be substandard. Yet these are the future of human resources of the state. This, therefore, seriously needs to be addressed. No study has tried to observe whether a relationship exists between the teacher's instructional supervision and teachers' output in secondary schools' teachers in Tambuwal's local government area. This has therefore prompted the need to carry out this study with a view of finding out how teachers' instructional supervision relates to their effectiveness in senior secondary schools in Tambuwal's local government area Sokoto, Nigeria.



Sources: Formed by the researchers

Figure 1. The Conceptual framework illustrating the relationship between instructional supervision and teacher effectiveness

Figure 1 conceptual framework illustrates the relationship between instructional supervision and teacher effectiveness. For example, the independent variable is instructional supervision involving supervising the schemes of work and lesson plans, approving schemes of work, classroom supervision, checking on learners' activity exercises, and record of assessments. This will influence the dependent variables, which is teacher effectiveness, which involves a good and appropriate method of teaching, good record management, and good classroom management. According to this framework, factors that moderate the above variables to take place to encompass: the availability of preparation materials for planning, supervision tools, readiness to supervise, and readiness to be supervised. To sum up, if all the above variables are integrated, there would be a conducive environment for the supervision process, which will inevitably yield teacher effectiveness.

RESEARCH METHOD

The populations of the study were 303, drawn from principals and teachers of Government-aided secondary schools in the Tambuwal local government area of Sokoto state. There are nine (9) government senior secondary schools in Tambuwal LGA. There are 18 school principals, 2 for each secondary school, and 285 teachers. The teachers include graduates, holders of diplomas, and National Certificates in Education. These were considered to be qualified teachers. All the 9 senior secondary schools' principals and a total of 165 teachers were selected for the study. These comprised of 9 principals and 165 teachers. The local government has 18 principals; one for senior secondary school and the other one for junior secondary school, but for the sake of this research, only the principals of senior secondary schools were involved. According to Krejcie and Morgan (1970), cited by Okello & Lamaro (2015), a sample size of 174 respondents is representative of such population of 303. Table 3.1 below gives a summary.

Table 1. Population and Sample Size

Category of Respondents	Population	Sample Size	Sampling Techniques
Principals	18	9	Purposive Sampling
Teachers	285	165	Simple Random Sampling
Total	303	174	

The instrument for Data Collection

In the early quarter of the year 2021, a self-administered questionnaire was used to elicit information from the respondents. Two questionnaires were used, such as the teachers' questionnaire and the students' questionnaire. All 9 senior secondary schools' principals and a total of 165 teachers were selected for the study. 174 questionnaires were recovered after distributing 174 questionnaires.

Data Collection methods

Data collection methods are any techniques used by the researcher in order to generate information from the participants of the study.

Questionnaire. A self-administered 5-scale Likert type of questionnaire was the major instrument that was used in data collection. The closed-ended questionnaire type was issued in order to generate quantitative information. The scores of the questionnaire include; 1. Strongly disagree, 2. Disagree, 3. Undecided, 4. Agree, and 5. Strongly agree. Questionnaires were administered to the 165 teachers and the 9 principals of the schools in Tambuwal local government. This helps gather quantitative information regarding the instructional supervision and effectiveness of teachers in the Tambuwal Local Government Area. A separate questionnaire containing questions on teacher effectiveness was issued to principals of the sampled schools, and the quantitative information obtained was correlated with the teacher’s questionnaire. Validity is regarded as the extent to which an instrument can measure what it was meant to be measured (Sarkingobir *et al.*, 2022). The questionnaire was validated through expert reviews in the Faculty of Education, Shehu Shagari University of Education Sokoto, Sokoto state, Nigeria, and a pilot study was conducted.

Data processing and analysis

Data obtained from the field concerning instructional supervision and teacher effectiveness was entered into a computer, and the Statistical Package for Social Scientists (SPSS) was used to compute the Pearson Product Moment Correlation Coefficient technique and determine the magnitude of the relationship between instructional supervision and teacher effectiveness.

FINDINGS AND DISCUSSION

Results obtained from the field were analyzed using simple frequency and percentage as indicated in the tables below, and later Pearson product-moment correlation coefficient was computed based on the research objectives.

Analysis of research questions on instructional supervision Supervision of teachers’ scheme of work and lessons plans

Table 2. Teachers' Responses to “My principal always check my lesson plan and scheme of work”

	Frequency	Percent	Valid Percent	Cumulative frequencies
Strongly disagree	4	2.5	2.5	2.5
Disagree	31	19.4	19.4	
Undecided	5	3.1	3.1	
Agree	89	55.6	55.6	
Strongly agree	31	19.4	19.4	
Total	160	100.0	100.0	

Source: field data, (2021)

Results presented in Table 2 above reveal that 89(55.6%) of the teachers who participated in the study agreed to the fact that their principals always check their lesson plans and scheme of work. The table further indicated that 31(19.4%) of the teachers strongly agreed on the fact that their principals check their lesson plans and scheme of work. Similarly, Table 2 shows that

31(19.4%) of the teachers who participated in the study disagreed with the opinion that their principals always check their lesson plans and scheme of work.

Table 3. Responses on “My principal ensures that planned activities meet learner's varying needs”

	Frequency	Percent	Valid Percent
Strongly disagree	4	2.5	2.5
Disagree	6	3.8	3.8
Undecided	23	14.4	14.4
Agree	117	73.1	73.1
Strongly agree	10	6.3	6.3
Total	160	100.0	100.0

Source: field data, (2021)

Based on the results presented in Table 3, it was evident that the majority of the teachers agreed on the fact that their respective principals do ensure that their planned activities meet learners varying needs with 117 (73.1%) of the respondents. Similarly, 23 (14.4%) of the teachers were undecided. Furthermore, 10 (6.3%) of the respondents strongly agreed that their plan activities meet learners varying needs.

Table 4. Teachers' Responses on “My principal guide me on the scheme of work and lesson plans”

	Frequency	Percent	Valid Percent
Disagree	26	16.3	16.8
Undecided	14	8.8	9.0
Agree	86	53.8	55.5
Strongly agree	29	18.1	18.7
Total	155	96.9	100.0
	160	100.0	

Source: field data, (2021)

Following the results presented in Table 4: it was highlighted that 86 (53.8%) of the teachers were guided on how to make lesson plans and scheme of work while 29 (18.1%) of the teachers strongly agreed on the fact that they were guided. This is in tandem with Peretomode (2001), who finds that effectiveness in classroom instructions through a high level of frequency and duration of supervision leads to building up the expected values when school principals always guide teachers check their scheme of work and lesson plans to determine the extent of relatedness, completeness of tasks and content of instruction or otherwise. In the same vein, Table 4 further reveals that 26 (16.3%) of the teachers disagree. Also, 14 (8.8%) of the teachers were undecided.

Analysis of research questions on Supervision of teaching and learning process

Table 5. Teachers' Responses on "My principal ensures that lesson objectives or competencies spelt out are SMART (specific, measurable, achievable, realistic, and time-bound)"

	Frequency	Percent	Valid Percent
Strongly disagree	4	2.5	2.6
Disagree	28	17.5	18.1
Undecided	17	10.6	11.0
Agree	83	51.9	53.5
Strongly agree	23	14.4	14.8
Total	155	96.9	100.0
Missing System	5	3.1	
Total	160	100.0	

Source: field data, (2021)

Based on the results presented in table 5, it is evident that most of the teachers were of agreement that lesson objectives or competencies spelt out are SMART (specific, measurable, achievable, realistic, and time-bound). This is confirmed by 83 (51.9%) of the teachers who agreed and 23 (14.4%) of the teachers who strongly agreed with this claim. In view of this, therefore, it was evident that principals in senior secondary schools in Tambuwal local government do make sure that teachers in their respective schools do prepare their lesson objectives as SMART. This finding was supported by the finding of Waters (2003), who pointed out that the principal is accountable for what the people in the school do and carries out responsibility for all decisions taken. The school tends to reflect the weakness as well as the strength of the head. Therefore, the principal should monitor the progress of activities of teaching in the institution so as to reflect the mission of such an institution.

Table 6. Teachers' Responses on "My planned lessons contain learner centre activities"

	Frequency	Percent	Valid Percent
Disagree	28	17.5	17.5
Undecided	7	4.4	4.4
Agree	84	52.5	52.5
Strongly agree	41	25.6	25.6
Total	160	100.0	100.0

Source: primary data, (2021)

Table 6 revealed that 84 (52.5%) of the teachers agreed that their planned lessons contain learner centre activities. Similarly, the table also revealed that 41 (25.6%) of the teachers strongly agreed with this claim. Based on the results presented in Table 6, it was evident that principals in senior secondary in Tambuwal local government do supervise their teachers in their domain to the extent that all their lesson plans contain activities that are learner-centered.

Table 7. Teachers' Responses on "Each teacher is supervised at least three times every term"

	Frequency	Percent	Valid Percent
Strongly disagree	1	.6	.6
Disagree	37	23.1	23.1
Undecided	18	11.3	11.3
Agree	79	49.4	49.4
Strongly agree	25	15.6	15.6
Total	160	100.0	100.0

Source: primary data, (2021)

Table 7 above shows responses on whether teachers in senior secondary schools in Tambuwal local government were supervised at least three times every term. The table showed that the majority of the respondents in 79 (49.4%) said that there were supervised at least three times in every term. However, 37 (23.1%) of the respondents disagreed with the claim. In this regard, therefore, the majority of the respondents took the positive side of the claim, which concurred with the saying stated that to ensure quality control through continuous monitoring of instructional and educational services. The principal supervises the activities of both teaching and non-teaching staff in the school system in the context of various supervisory ploys so that they conform to the generally accepted principles of education. It was also seen that high standards are maintained in the school in accordance with laid-down rules and regulations (Nakpodia and Urien, 2011).

Table 8. Teachers' Responses on "My principal ensures that I use teaching aids in my teaching"

	Frequency	Percent	Valid Percent
Strongly disagree	9	5.6	5.6
Disagree	12	7.5	7.5
Undecided	6	3.8	3.8
Agree	101	63.1	63.1
Strongly agree	32	20.0	20.0
Total	160	100.0	100.0

Source: field data, (2021)

Based on the results presented in Table 8, it was observed that 101 (63.1%) of the teachers agreed that their principals ensure that they use teaching aids in their teaching. The table further highlighted that 32 (20%) of teachers strongly agreed with the claim. However, it was noted that 12 (7.5%) and 9 (5.6%) disagreed and strongly disagreed with the claim, respectively. This indicated that instructional supervision makes teachers use teaching aids in their instruction which will inevitably create a mindset among learners and makes them retain what they were taught.

Analysis of research questions on teacher effectiveness

Table 9. Principals' Responses on "Teachers in my school use modern methods of teaching"

	Frequency	Percent	Valid Percent
Undecided	2	1.3	22.2
Agree	7	4.4	77.8
Strongly agree	0	0	0
Total	9	5.6	100.0

Source: field data, (2021)

According to Table 9 above, results obtained show that 7 (77.8%) of the principals who responded to this research question agreed that teachers in their schools use modern methods of teaching. In comparison, 2 (22.2%) of the principals were undecided about this claim. In this regard, an effective teacher is one who uses modern techniques in content delivery. Collie & Martin (2016), and Rubio (2010) report, according to Gibbs (2002), teachers shall be able to withstand the demands, threats, and challenges within the circumstances of teaching. It was further echoed that an effective teacher needs the capacity to be persistent, flexible, and innovative on new teaching approaches and be prepared in the case of failure.

Table 10. Principals' Responses on "Teachers in my school use a variety of teaching aids in teaching"

	Frequency	Percent	Valid Percent
Agree	7	4.4	77.8
Strongly agree	2	1.3	22.2
Total	9	5.6	100.0

Source: field data, (2021)

Results presented in Table 10 reveal that 7 (77.8%) of the principals agreed that teachers in their respective schools use a variety of teaching aids in teaching. While 2 (22.2%) of the principals strongly agreed with the claim. Based on this result, therefore, an effective teacher is someone who can use a variety of teaching aids depending on the subject of instruction and the nature of the topic therein. This concurs with Rubio (2010), who found that the responsibilities of an effective teacher are to have lesson clarity, instructional variety, teacher task orientation, engagement in the learning process, and student success rate.

Table 11. Principals' Responses on "Teachers in my school ensure that students gain mastery of the content of instruction presented"

	Frequency	Percent	Valid Percent
Undecided	2	1.3	22.2
Agree	6	3.8	66.7
Strongly agree	1	.6	11.1
Total	9	5.6	100.0

Source: primary data, (2021)

Following the results presented in Table 11, it is highlighted that 6 (66.7%) of the principals agreed that teachers in their respective schools ensure that students gain mastery of the content of

instruction. However, in the same Table 11, it was revealed that 2 (22.2%) of the principals were undecided on the claim. And 1 (11.1%) strongly agreed. Judging from the results, therefore, a teacher is said to be effective if he/she makes sure that his/her students understand what he/she taught them. In support of this finding Kaur (2019) stated that an effective teacher is one who quite consistently achieves goals that either directly or indirectly focus on the learning of their students. In addition, Dunkin (1997) considered that teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students.

Research hypotheses

H0:1. There is no significant relationship between instructional supervision and appropriateness of teaching methods used in senior secondary schools in Tambuwal local government area, Sokoto state, Nigeria.

H1:1. There is a significant relationship between instructional supervision and appropriateness of teaching methods used in senior secondary schools in Tambuwal local government area, Sokoto state, Nigeria.

Table 12. The Relationship between Instructional Supervision And Appropriateness of the Teaching Method

		Instructional supervision	Appropriateness of Teaching method
Instructional supervision	Pearson Correlation	1	.930
	Sig. (2-tailed)		.028
	N	136	136
Appropriateness of Teaching method	Pearson Correlation	.930	1
	Sig. (2-tailed)	.028	
	N	136	160

*. Correlation is significant at the 0.05 level (2-tailed)

From Table 12 above, Pearson Product Moment Correlation was conducted to ascertain the magnitude of the relationship between instructional supervision and appropriateness of teaching methods used in senior secondary schools in Tambuwal's local government area, Sokoto state, Nigeria. The result of the correlation revealed a very high positive correlation ($r=.930$) between instructional supervision and the appropriateness of the teaching method used by teachers. Considering the p-value ($\text{sig.} = .028 < .05$), it was, therefore, indicated that there is a statistically significant relationship between instructional supervision and appropriateness of teaching methods used by teachers ($r(160) = .930, p < .05$). This concludes that if there is adequate and thorough instructional supervision, it will inevitably yield teacher effectiveness, particularly in the teaching method applied by teachers that will fit the age and maturity of the learners.

Therefore, the null hypothesis, which stated that there is no statistically significant relationship between instructional supervision and appropriateness of teaching methods used in senior secondary schools in Tambuwal local government, Sokoto state, Nigeria, was rejected. And the alternative hypothesis was accepted.

The finding in Table 12 indicated a very high positive correlation between instructional supervision and the appropriateness of teaching methods. This is supported by the finding of Rubio

(2010), which stated that instructional supervision helps teachers use a qualitative method of instruction. He further stated that some supervisors lacked planning and dealt with abstract and theoretical problems. Teachers need more straightforward help from supervisors. Experienced teachers wanted help related to teaching methods. All teachers want supervisory practice which promises real assistance.

Table 13. Principals' Responses on "Teachers in my school keep vital records of instruction"

	Frequency	Percent	Valid Percent	Cumulative Percent
Undecided	1	.6	11.1	11.1
Agree	4	2.4	44.4	55.6
Strongly agree	4	2.4	44.4	100.0
Total	9	5.4	100.0	

Source: field data (2021)

Following the results presented in Table 13 above, it is highlighted that most principals give positive responses to the claim as 4 (44.4%) and 4 (44.4%) responses as agreed and strongly agreed respectively. However, in the same Table 1 (11.1%) hadn't decided on the question. And it was also revealed that zero principals have chosen disagree and strongly disagree.

From the above table, it was indicated that instructional supervision by the principals to teachers would inevitably yield teachers' effectiveness in the area of keeping vital records of instruction. This concurred with Odeniyi & Adeyanju (2020), who relate that without records, there can be no accountability. Additionally, quality performance, task accomplishment, and measurable outcomes are increasingly important responsibilities, all of which depend on the accessibility of usable records (Abdullahi *et al.*, 2020).

Table 14. Principals' Responses on "Teachers in my school keep records of students' assessment"

	Frequency	Percent	Valid Percent	Cumulative Percent
Undecided	1	.6	11.1	11.1
Agree	5	3.0	55.6	66.7
Strongly agree	3	1.8	33.3	100.0
Total	9	5.4	100.0	

Source: primary data, (2021)

The findings from Table 14 showed that a total of 5 (55.6%) of the principals agreed that teachers in their schools keep records of students' assessments, and 3 (33.3%) of the respondents strongly agreed with the claim. However, 1 (11.1%) has no options for the claim. Similarly, zero negative response was recorded toward the claim.

Following the findings in the above table, it was evident that teachers in senior secondary schools in Tambuwal local government were effective in the area of record keeping of students' assessments. Similarly, records keeping of students' assessments such as monthly tests, homework, and end-of-term examination are very vital if the school is to prosper and progress. In support of this finding, Odeniyi & Adeyanju (2020) reports that the versatility of good record-keeping is

manifest in both short and long-term benefits and influences the total achievements of educational objectives (Abdullahi *et al.*, 2020).

H0:2. There is no statistically significant relationship between instructional supervision and teachers' record keeping among teachers in senior secondary schools in Tambuwal's local government area, Sokoto state, Nigeria.

H1:2. There is a statistically significant relationship between instructional supervision and teachers' record keeping among teachers in senior secondary schools in Tambuwal's local government area, Sokoto state, Nigeria.

Table 15. The Relationship Between Instructional Supervision and Teacher Record Keeping

		Instructional supervision	Teachers Record Keeping
Instructional supervision	Pearson Correlation	1	.670
	Sig. (2-tailed)		.000
	N	136	136
Teachers Record Keeping	Pearson Correlation	.670	1
	Sig. (2-tailed)		.000
	N	136	160

**. Correlation is significant at the 0.05 level (2-tailed)*

From Table 15 above, Pearson Correlation was conducted to determine the level of relationship between instructional supervision and teacher's record keeping in senior secondary schools in Tambuwal local government area, Sokoto state, Nigeria. The result of the correlation revealed a moderate positive correlation ($r=.670$) between instructional supervision and teachers' record keeping. Considering the p-value ($\text{sig.} = .000 < .05$), it was, therefore, indicated that there is a statistically significant relationship between instructional supervision and teachers' record keeping among teachers in senior secondary schools in Tambuwal local government area, Sokoto state Nigeria. Results revealed that the null hypothesis is rejected and the alternative hypothesis is accepted, i.e., there is a statistically significant relationship between instructional supervision and teacher record keeping. However, judging from the above results in Table 15 above, it is evident that instructional supervision helps teachers to be effective in the process of keeping vital instructional records.

CONCLUSION

Research Question 1: What is the relationship between instructional supervision and the appropriateness of teaching methods?

Findings based on this research question reveal that there is ineffective supervision of the principals with regard to teachers' preparation of lesson plans and scheme of work. This resulted in a very weak relationship between principals' supervision of instructional plans and teachers' effectiveness despite reaching a significant relationship.

The result of the correlation revealed a very high positive correlation ($r = .930$) between the supervision of instructional plans and teachers' effectiveness. Considering the p-value ($\text{sig.} = .0280 < p = .05$), it was, therefore, indicated that there is a statistically significant relationship between

the supervision of instructional plans and teachers' effectiveness in secondary schools of Tambuwal's local government area. This concludes that despite the statistically significant relationship, teachers' effectiveness would necessarily be influenced by the supervision of principals towards teachers' instructional plans in secondary schools in the Tambuwal local government area.

Research Question 2: What is the relationship between instructional supervision and teachers' record keeping

Findings based on this research questions highlighted that principals in senior secondary schools in Tambuwal's local government area demand that instructional records be made available. Similarly, it was found that principals insist that teachers keep vital records of instructions. However, it was also evident that principals enjoined teachers to keep records of students' assessments.

The result of the correlation revealed a moderate positive correlation ($r = .670$) between instructional supervision and teachers' record keeping. Considering the p-value ($\text{sig.} = .000 < p = .05$), it was, therefore, indicated that there is a statistically significant relationship between supervision of instruction and teacher record keeping in senior secondary schools of the Tambuwal local government area. This may therefore have resulted in the effectiveness of the teachers in carrying out their duties.

Recommendations

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

- i. School principals should ensure that teachers prepare a lesson plan for each lesson and a scheme of work for the term. This can be done by regular checking of the teachers' lesson plan books and schemes of work.
- ii. School principals in Tambuwal's local government area should guide teachers, especially new ones, on how to prepare lesson plans and schemes of work. This can be done by the principal himself or an expert in the school whose role is to do that.
- iii. School principals should ensure that teachers frequently use instructional materials as documented in the syllabus. This can be done by checking each class to see how teachers deliver their content.
- iv. School principals should ensure that teachers use appropriate and effective teaching strategies during lesson delivery.
- v. School principals should always check teachers' self-evaluation reports. This is in order to help the teachers improve in the next lesson.
- vi. School principals should persuade teachers under their domain in the area of record keeping to consider its impact on the assessment and improvement of instruction.
- vii. More teachers should be assigned to help in the supervision of their colleagues to reduce the load on leaders.

LIMITATION & FURTHER RESEARCH

This study is an observational study; experimental studies might reveal more powerful relationships in question. There is a need to carry out an experimental study to re-assess the findings of this study.

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