

Analysis of School-Based Instructional Supervision in Selected Primary Schools in Birnin-Kebbi Metropolis, Kebbi State

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Abstract: This research aimed to look into school-based instructional supervision in a few primary schools in the Birnin Kebbi Metropolitan Area. Three goals led the project. In this study, the researcher used a descriptive survey research approach. The population of the study was 320 primary schools in Birnin Kebbi Metropolis. The sample size was 15 Headteachers and 305 teachers, selected using proportionate and random sampling procedures. The instrument for data collection was Analysis of School-Based Instructional Supervision on Primary School Pupils Academic Performance Questionnaire. Three research questions were formulated. The research questions were answered using mean and standard deviation. The major findings showed that Head teachers' instructional supervision on checking teachers' records of work had motivated teachers' to keep up to date record of work in primary schools; Head teachers' classroom visit has a great influence on pupils' academic performance; also, based on the findings, it was recommended that every head teacher should make it a duty to evaluate teaching facilities regularly. This will keep teachers abreast of their responsibilities at all times. For effective school-based instructional supervision, head teachers should ensure classroom visits regularly as a matter of importance. Checking teachers' records of work should be a regular activity by the head teachers; this will make both teachers and pupils sit- up properly.

Introduction

School supervision plays a significant role in the enterprise of teaching and learning. Quality teaching occurs when the supervisor continuously interacts with teachers and students to provide mediated assistance to improve instructional practices in the classroom. The supervisor guides direct and provides leadership to ensure that teachers are performing their duties according to the organizational goals and aspirations of the school. Supervision is a function of education that provides opportunities for school improvement. Education, learning and professional development for teachers (Kutsyuruba, 2003; Arong & Ogbadu, 2010). School supervision, in general, has existed in all countries for many decades and plays an important role in educational management. It can be defined as a professional technical service primarily concerned with the scientific study and improvement of the conditions surrounding learning and pupil growth. (Alemayehu, 2008)

In recent decades, instructional supervision has been employed to define school supervision. Various educational authorities, specialists, and policymakers regarded the ideas of "instructional monitoring" and "inspection" as having similar practical applications (Oliva, 1976). However, instructional supervision is a type of school-based (in-school) supervision carried out by school staff (principals, department heads, senior teachers, and assigned supervisors) aimed at providing guidance, support, and continuous assessment to teachers for their professional development and improvement in the teaching-learning process, whereas inspection is a top-down approach aimed at controlling the teaching-learning process. (Arong & Ogbadu, 2010 and Tyagi, 2010).

The primary goal of instructional supervision is to improve schools by assisting instructors in reflecting on their practices, learning more about what they do and why they do it, and growing professionally (Sergiovanni & Starratt, 2007). Several scholars say instructional supervision is inextricably linked to professional development (Sergiovanni & Starratt, 2007). Therefore, instructional supervision holds a unique position in the educational system, and it must be given the attention it deserves. In today's Nigeria, instructional supervision is defined as the process of increasing teachers' professional development, curriculum development, and classroom teaching skills through democratic interactions between the instructor and the supervisor (Okendu, 2012).

In his discussion article, Alimi and Akinfolarin (2012) pointed out that a lack of supervision and insufficient support for field teachers' professional development were among the many reasons that contributed to the steep drop in students' academic outcomes in primary schools. Teacher supervision is an immediate intervention that focuses on the efficacy of the teacher in the classroom. The supervisor can close skill and knowledge gaps that arise during the teaching process. Supervisors must be given the required professional

support to improve their supervisory abilities to deliver valid subjective assessments on teachers' performance and effectively oversee and mentor them for good teaching and learning.

The poor academic performance of the pupils seems to be attributed to poor role performance of head teachers towards checking of teachers' records of work, the poor checking of teachers' records of work by the head teacher made teachers' not accomplish their role leaving some aspects of the content not taught which could lead to poor pupils academic performance. The checking of teachers' work records should include all the classroom teachers' records such as assignment records, test record examination records, diaries, etc. The ability to check these records may lead to poor academic results. Reviewing the teacher's files positively affected and improved student learning performance. Poor head teacher participation can be attributed to poor student performance. Visiting the classroom is a practice through which the teacher can greatly assist teachers in improving teaching strategies/techniques and student learning processes. During the class visit, the head teacher needs to sit and observe formally or walk-through regularly, make notes in the classroom observation, and discuss the observation with a class teacher after the lesson, meaning immediate feedback should be given. The ability of the head teacher to carry out meaningful class visits will be guided and improved in his job performance and that of the pupils.

Poor use of teaching facilities in school-based instruction. The head teacher needs to regularly assess relevant teaching facilities to testify the facilities are relevant; they are used for the purpose made for. He assesses the class they are to be use the quality and how they are used for instruction.

However, according to the researcher, no research has been done on school-based supervision at primary schools in Birnin Kebbi. Because of this, the researcher believed that there was a loophole that needed to be investigated the in-depth status of the current regulatory functions.

Objectives of the Study

The study was set to achieve the following objectives:

1. Find out the extent to which school-based supervisors check teachers records of work in selected primary schools in Birnin-Kebbi Metropolis.
2. Discover the in-classroom observation methods in selected primary schools in Birnin-Kebbi Metropolis.
3. Examine the school-based supervision monitoring strategies used by head teachers to assess teaching facilities in selected primary schools in Birnin-Kebbi Metropolis.

Research Questions

The following research questions were asked to guide the study:

1. How do Head teachers' carry out instructional supervision to oversee teachers' work records in selected primary schools in Birnin Kebbi Metropolis?
2. How do Head teachers' undertake instructional supervision on classroom visits in selected primary schools in Birnin Kebbi Metropolis?
3. Which method of instructional supervision does Head teachers' use to evaluate teaching facilities in selected Primary schools in Birnin Kebbi Metropolis?

Research Design

This study used a descriptive research design to analyze school-based educational supervision in selected elementary schools in the Birnin-Kebbi metropolis. This research approach was chosen to examine existing relationships, common practices, beliefs and attitudes, current processes, perceived effects, or evolving trends (Best & Kahn, 2006).

Population of the Study

The population is defined as a group of individuals who share one or more common characteristics of the researcher's interest (Best & Khan, 2006). The study population consisted of Headmasters and teachers from 88 public and private primary schools in Birnin-Kebbi metropolis, Kebbi State, Nigeria. Private primary schools here refers to a school established and administered by private foreign and local owners, while public primary schools are schools established and administered by the government of Nigeria. This study's population is 1848, consisting of 88 head teachers and 1760 classroom teachers. The list of all the public and private schools in the Birnin-Kebbi metropolis was obtained from State Universal Basic Education Board (SUBEB).

Sample Size and Sampling Procedure

Since the population under study is relatively high, a portion of the sample population is chosen. Therefore, the sample size for this study is 320 respondents, comprising 15 Head teachers and 305 classroom

teachers. This sample size was determined using the Krejcie & Morgan (1970) table, which suggested that for a population of 1848 or a little above, it should have a corresponding sample size of 320.

The researcher selects the appropriate sampling method. This is a non-probabilistic sampling method in which a sample of a subset of the population is readily available or convenient (Emmanuel, 2013). Therefore 15 schools out of 88 primary schools are randomly selected from Aleiro Quarters, Gwandangaji Quarters, Gesse Phase 1&2, Tudunwada, GRA and Presidential lodge. The researcher examined the location of schools and the road network in the area. This is important in terms of a strategic administration of the questionnaires.

Instrumentation for Data Collection

The researcher created and used a questionnaire as a data collection tool. This tool contains 30 items and is based on Likert's five-point rating scale as follows: Strongly agree (SA) = 5, Agree (A) = 4, Unsure (U) = 3, Disagree (D) = 2, completely opposite (SD) = 1.

Procedure for Data Analysis

The data obtained were analyzed using descriptive statistics. The mean and standard deviation were used to answer the research questions. The researcher used 3.0 as the mean (weighted average), also known as the decision-making tool, as the instrument was placed on a five-point Likert scale to decide whether to accept or reject research questions. Therefore, an average of 3.0 and above indicates positive answers to the research question. While an average score of less than 3.0 indicates a negative answer to the research question, which indicates a rejection.

Answer to Research Questions

Research Question One: How do Head teachers' carry out instructional supervision to oversee teachers' work records in selected primary schools in Birnin Kebbi Metropolis?

Table 1.1: Mean score of respondents on instructional supervision carry out on checking of teachers' record of work by the head teacher in selected primary schools in Birnin Kebbi Metropolis

S/No	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean Score
		5	4	3	2	1	
1	Checking of pupils' class work influences their academic performance.						4.7
2	Checking of teachers' records of assignments promotes pupils' academic performance.						4.5
3	A regular check of homework given to pupils influences their academic performance						4.7
4	School heads' check on pupils' attendance register influences their academic performance.						4.2
5	Checking of record by head teacher promote pupils' academic performance.						4.2
6	Checking of pupils' exam records by head teacher encourage pupils' academic performance.						4.2
7	Regular check on pupils' practical work influences their academic performance.						4.4
8	Pupils' academic performance is encouraged when teachers' lesson note is regularly checked.						4.4
9	Checking of Teachers'						4.3

	scheme of work influences pupils' academic performance	
10	Checking all the teachers' records of work influences pupils' academic performance	4.4

Table 1.1 shows the responses of respondents on instructional supervision carried out on checking teachers' records of work by the head teacher in selected primary schools in the Birnin Kebbi metropolis. In item 1, the participant's responses had a mean score of 4.7, above the decision mean; the respondent, therefore, accepted the item statement. Item 2 revealed a mean score of 4.5, which implies acceptance. Item 3 had 4.7 as the mean score implying acceptance. Item 4 was accepted by the respondents with a mean score of 4.2. Item 5 was further accepted by the respondents with a mean score of 4.2. Item 6 was accepted by the respondents with a mean score of 4.2. Item 7 was also accepted with a mean score of 4.4. Item 8 was also accepted with a mean score of 4.4. Item 9 had a mean score of 4.3. Finally, item 10 was accepted by the respondents with a mean score of 4.4. This analysis established that head teacher checking teachers' records of work in primary schools influences pupils' academic performance in selected primary schools in the Birnin Kebbi metropolis.

Research Question Two: How do Head teachers' undertake instructional supervision on classroom visits in selected primary schools in Birnin Kebbi Metropolis?

Table 1.2: Mean score of respondents on instructional supervision of Head teachers' classroom visit in selected primary schools in Birnin Kebbi Metropolis.

S/No	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean score
		5	4	3	2	1	
1	Head teachers' classroom visitation promotes pupils' academic performance.						4.5
2	Pupils' commitment to study is encouraged by Head teachers' classroom visitation.						4.0
3	Head teachers' classroom visitation increases pupils' punctuality to class.						4.2
4	Classroom visitation influences teachers' classroom behaviour						4.6
5	Monitoring of standards by the school head influences pupils' academic performance.						4.4
6	Teaching and learning are improved through school head classroom visitation.						4.2
7	Identifying teaching difficulties influences pupils' academic performance						4.3
8	Head teachers' visiting teachers' during classes improve pupils' academic performance.						4.2
9	Head teachers' discussion lesson notes and lesson plans influence pupils' academic performance.						4.4
10	Monitoring of lesson delivery by head teacher influences pupils' academic performance						4.3

Table 1.2 shows respondents' responses on instructional supervision on classroom visits by the head teacher in selected primary schools in the Birnin Kebbi metropolis. In item 1, the participant's responses had a mean score of 4.5, above the decision mean; the respondent, therefore, accepted the item statement. Item 2 revealed a mean score of 4.0, which implies acceptance. Item 3 had 4.2 as the mean score implying acceptance. Item 4 was accepted by the respondents with a mean score of 4.6. Item 5 was further accepted by the respondents with a mean score of 4.4. Item 6 was accepted by the respondents with a mean score of 4.2. Item 7 was also accepted with a mean score of 4.3. Item 8 was also accepted with a mean score of 4.2. Item 9 had a mean score of 4.4. Item 10 was accepted by the respondents with a mean score of 4.3. By this analysis, it was revealed that head teachers' instructional supervision on classroom visits in primary schools has a great influence on pupils' academic performance

Research Question three: Which method of instructional supervision does Head teachers' use to evaluate teaching facilities in selected Primary schools in Birnin Kebbi Metropolis?

Table 1.3 Mean score of respondents on Head teachers' instructional supervision on Assessment of relevant Teaching Facilities in selected Primary schools in Birnin Kebbi Metropolis.

S/No	Item Statement	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	Mean score
1	Head teacher's regular assessment on the use of chalkboard influences pupils' academic performance						4.0
2	Ensuring that appropriate textbooks are used by the teachers and pupils influences their academic performance						4.5
3	Ensuring the provision and use of computers for teaching and learning influences pupils' academic performance						4.3
4	Finding out the availability and use of charts in the classroom influences pupils' academic performance						4.3
5	Assessing the adequacy of chairs and desks by Head teacher influences pupils' academic performance						4.3
6	Finding out whether television is used in teaching by head teacher influences pupils' academic performance						4.0
7	Head Teacher's assessment of the use of atlas in teaching influences pupils' academic performance						4.2
8	Finding out the use of cardboard paper as a teaching aid influences pupils' academic performance						4.3
9	Ensuring the use of markers on a whiteboard by head teacher influences pupils'						4.1

10	academic performance Assessing the use of radio in teaching influences pupils' academic performance	4.1
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Table 1.3: Revealed respondents' responses on head teachers' assessment of relevant teaching facilities in selected Primary schools in Birnin Kebbi Metropolis. It was revealed that in item 1, the participant's responses had a mean score of 4.0, which is above the decision mean; the respondent, therefore, accepted the item statement. Item 2 revealed a mean score of 4.5, which implies acceptance. Item 3 had 4.3 as the mean score implying acceptance. Therefore, item 4 was accepted by the respondents with a mean score of 4.3. Item 5 was further accepted by the respondents with a mean score of 4.3. Item 6 was accepted by the respondents with a mean score of 4.0. Item 7 was also accepted with a mean score of 4.2. Item 8 was also accepted with a mean score of 4.3. Item 9 had a mean score of 4.1. Finally, item 10 was accepted by the respondents with a mean score of 4.1. This analysis revealed that head teachers' regular assessment of relevant teaching facilities in primary school has helped identify areas requiring urgent attention in the teaching process.

Discussion of the Findings

From the general overview of findings in the study, on head teachers checking of teachers record of works, most head teachers take their time to check teachers record of work which include checking of pupil classwork, checking teachers record of assignment, checking homework given to pupils, checking head teachers check pupils attendance register, classroom diaries, pupils exam records among others. The performance of these roles has motivated teachers to keep up to date records of works and improve teaching and learning. The findings revealed that Head teacher class visitation involves head teacher going round /into classes, writing down observations while classes are on, and discussion with teachers. The findings show pupils and teachers tend to appreciate head teacher visits to their classes because it keeps classes busy and maintains school attendance. The visit encourages pupils to ask questions about a few things that border them. Teachers also get prepared in anticipation of head teachers visits. The finding further showed that teachers' teaching difficulties are easily identified and discussed through head teachers classroom visitation. The exercises boost pupils academic performance in schools.

Furthermore, assessment of relevant teaching facilities in school on instructional supervision revealed that head teachers assessment enable the school management to know the state of schools facilities; through the assessment, head teachers identify areas that need urgent attention. The findings show that assessing facilities like textbooks, chalkboards, charts, cardboard, among others, promote teaching and learning exercises in primary schools. The findings revealed that relevant teaching facilities enable learners to understand and remember the content taught.

Conclusion

From the finding of the study, it was concluded that:

1. Regular checking of teacher records of work has influenced teachers to put in their best, resulting in improved pupils' academic performance in selected primary schools in Birnin Kebbi Metropolis.
2. Head teacher classroom visit is a potent instrument for effective school-based instructional supervision
3. Regular assessment of relevant teaching facilities by the head teacher influence pupils academic performance in Birnin Kebbi Metropolis.

Recommendations

In view of the findings, the study recommends that;

1. Every head teacher should make it a point of duty to improve more on regularly checking teachers' work records; this will add value to pupils' academic performance and keep the teachers abreast of their responsibilities.
2. For effective school-based instructional supervision, the head teacher should, as a matter of importance, ensure classroom visits regularly during classes to improve pupils' academic performance in the school.
3. Through the Ministry of Education, the government should allocate more funds to provide relevant teaching facilities to improve pupils' academic performance in the schools.

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