# ANALYSIS OF SCHOOL BASED INSTRUCTIONAL SUPERVISION IN PRIMARY SCHOOLS IN NIGER STATE, NIGERIA

**BY**

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## DECLARATION

This dissertation report is my original work and has not been presented for award of any application for a higher degree in any other university.

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MUSA Muhammad Bawa Date

## CERTIFICATION

This dissertation titled " Analysis of School Based Instructional Supervision in Primary Schools in Niger State, Nigeria " By Musa Muhammad Bawa meets the regulations governing the award of the degree of Master of Education (M.Ed) Educational Administration and Planning of Ahmadu Bello University, Zaria and approved for its contribution to knowledge.

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## DEDICATION

This research work is dedicated to Almighty creator from whom mercy, grace, help, knowledge, wisdom and understanding come and to my family for their patience and cooperation in assisting me to finish the work.

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## ABBREVIATIONS

MoEST- Ministry of Education Science and Technology

NPE-National Policy on Education

ADEA-Association for the development of education in Africa

MoE-Ministry of Education

ICT-Information Communication Technology

WEO-Woreda Education Office

KCSE-Kenya Certificate of Secondary Education

BEZ/REZ-Borgu Education Zone/Rijau Education Zone

CPS-Central Primary School

NEPA-National Electric power Authority

ZEB-Zonal Education Board

LGA-Local Government Area

## OPERATIONAL DEFINITION OF TERMS

**Education:** A process of acquiring and developing desiredknowledge, skills and attitudes which involves activities and concepts.

**Influence:**refers to the power the head teacher has that affect teachers‟ behaviour in classroom instruction programme, for instance having teachers‟ prepare and present their professional records for scrutiny.

**School-based Instructional Supervision:**Supervision conducted by school-based supervisors, such as head teachers, who are based within the institution in which supervision is taking place. It may be for either formative or summative purposes

**Head Teacher:**refers to the person who is in-charge of a primary school.

**Instructional Supervision:** refers to a constant process that aims at improvingclassroom teaching by providing needed services to the teachers.

**Inadequate:** refers to something or act not adequate, unequal to the purpose, insufficient etc

**Performance:**refers to how one carries out his/her roles, responsibilities in aninstitution or organization

**Supervision**: It is the process of bringing about improvement in instruction by stimulating teacher‘s professional growth and helping teachers and pupils to achieve the organizational objectives.

**Checking teachers' records:**thisrefers to act of going through the prepared workdone by the teachers by the head teacher to see whether it goes in line withthe set recommendation from curriculum developers.

**Classroom visitation:**this refers to the way head teacher sit in class as learning isgoing on

**Scheme of work**: a written, modifiable document that guides the overall direction of your teaching activity with each group of students.

**Zone :**Area of jurisdiction covered by a zonal

*ABSTRACT*

*The purpose of the study was to investigate the analysis of school-based instructional supervision in primary schools in Niger State, Nigeria It was guided by six objectives;among which are to Determine the analysis of Head teachers'checking of teachers' record of work, examine the Head teachers'classroom visit, determine the Head teachers' checking of pupils' exercise books among others. The researcher applied descriptive survey research design in the study. The population of the study comprised 371 primary schools in Niger State. The sample was made up of 80 Head teachers,114 teachers,12 Supervisors and 40 PTA officials from the selected Education Authority relying on research advisor sample size table (2006). The instrument for data collection was Analysis of School Based Instructional Supervision on Primary School Pupils Academic Performance Questionnaire. Six research questions were asked and formulated.The research questions were answered using mean and standard deviation. The major findings showed that Head teachers' instructional supervision on checking of teachers' records of Work has motivated teachers' to keep up to date record of work in primary schools, Head teachers' classroom visit has great influence on pupils' academic performance. Pupils' academic performance has a link with head teachers' checking of pupils' exercise books. The opinions of respondents on the analysis of head teachers' evaluation of scheme of work on pupils' academic performance, Opinions regarding classroom visits, checking of pupils' exercise books, assessing of teachers' lesson plan/note among others, did not differ significantly. Also, based on the findings ,it was recommended that every head teacher should make it a point of duty to regularly evaluate scheme of work. This will keep them abreast of their responsibilities at all time. For effective school based instructional supervision, head teachers should as a matter of importance ensure classroom visit regularly. The checking of pupil exercise books should be a regular activity by the head teachers; this will make both teachers and pupils to sit- up properly.*

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Study

Supervision is an interaction between at least two persons for the improvement of an activity. Supervision is also a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and groups According to Fischer (2005), says that supervision should assist in the organization and implementation of curriculumprogrammesfor the learners

Supervision of schools is a worldwide phenomenon with each country having its own policy on how supervision is conducted. It is seen as a positive democratic action aimed at not only improvement of classroom instruction but also creating a harmonious environment through continued growth of all concerned; the child, the teacher, the supervisor, the parent and theadministration Goldhammer, (1968). Teachers' acceptance and interaction with the instruction supervision practices like techniques, models or process, methods used by head teachers at school, provide the catalyst for performance improvement. Supervision is an interactive process that depends on the source of supervision, the supervisor and the teacher (Firth,1998).

Alfonso, Firth and Neville (1981) define instructional supervision as ''behaviors designated by the school that affects teacher behavior to facilitate student learning and achieve the goals of the school". The roles of instructional supervisors in schools include guiding, directing, coordinating, budgeting, advising, evaluating, supporting in-service of teachers and providing pleasant, stimulating environment in which teachers will want to work and feel secure.Musaazi,

(2002). The outcome of these functions is seen through improved teaching and learning process that translates into improved academic performance.

The head teacher is the chief supervisor in school Based because he occupies leadership position in the school. Therefore head teachers required relevant training to conduct supervision activities effectively. Schools can make a difference to pupils' achievement through the head teacher's supervisory leadership. It is the head teacher who sets the pace, leading and motivating the staffs and pupils' to perform to their best. Absence of good school management and organization had led to poor performance. Griffins, (1994). Head teachers should supervise teachers' work by inspecting records such as schemes of work, lesson note books, record of work covered and the attendance registers etc. In the schools where performance isgood the head teachers do a lot of supervision. Musungu&Nasongo,(2008). This means the quality of leadership in a school determines the way pupils perform. Instructional supervision is a collaborative effort between the head teacher and the teachers which call for mutual understanding between the two parties. In situations where the head teachers' and teachers' relationship is strained pupils' performance is likely to sufferWilliams,(1974).

According to Kimosop (2002), the head teachers has the expertise to supervisory tasks, the kind of supervisory techniques they used and the nature of staff development in their schools. The role of head teachers is configured as the facilitator of a process of collaborative inquiry, problem solving, team building and school improvement. Ike-Obiona (2007) revealed that most primary school administrators have little or nothing in their background to prepare them as instructional supervisors. School-based monitoring is more or less within school supervision which involves the supervisory duties of different leaders in the school system. The head teacher is the chief supervisor he occupies leadership position in the school. By implication, therefore, the head

teacher needs to perform administrative and supervisory duties efficiently and effectively to achieve the academic goals and objectives. One of the most important leadership jobs is to build such cohesive effective, high performing team, .Akanni (1991).

The head teacher as the supervisor must do the work of supervision that is, advising, stimulating, guiding, improving, refreshing, encouraging and overseeing certain group with the hope seeking their cooperation in order for the supervision to be successful to achieved stated goals. Therefore school supervision or monitoring can be descended as a constant and continuous process of personal guidance in terms of good advice and encouragement given to teachers by school supervisors in order to improve teaching and learning situation. Organization of school based supervision should function in such a way that supervision will be attended to in a satisfactory manner. Head teacher cannot do the work alone successfully; he has to work with other members of staff in order to achieve maximum results. The members involve include assistant head teachers, heads of department, senior teachers, method experts, class teacher, school prefects including class captains etc. this group constitute the supervisory committee of the school. Assistant head teacher is the next to the Head teacher but in most cases restricted to the task performed within the teaching-learning environment particularly at the classroom level. He/she may however be engaged in specific administrative responsibilities which are usually delegated by the head-teacher and performed within certain ethical considerations.

The classroom teachers also have role to play on instructional supervision,Olembo and Karagu (1992) quotes several studies, for example, Simpkins and Friesen (1969), Nzioka (1985), Ndambuki (1986) for having outlined the following five areas within which teachers should play their role. These are conservation, planning and adaptations; classroom management; arrangeme nt of instructional programmers; general school organization and out-of-school activities. In any

educational system pupils should be provided with an integrated educational programme. For example what is taught in standard four should have some relation with what is taught in other classes in accordance with the syllabus. Therefore a teacher should act as a member of a team both at the national and at the school level and not as an entity of his/her own. At the national level, the teacher should help in the curriculum development; help in setting, invigilating and marking national examinations and implement the syllabus effectively. At the school level, the teacher should contribute to the specification of the school objectives and give some decisions; develop a programme to achieve the objectives; ensure appropriate administrative responsibilitie s as teacher and evaluate whether educational objectives have been attained or not, organize and coordinate co-curriculum activities in school.

A study conducted by Simpkins and Friesen (1970), showed that teachers perceive themselves as involved in decision making only in the area of the classroom management. They participate in decision concerning teaching methodology, examinations, relationship with pupils and performa nce of instructional tasks. Njoka (1985) and Ndambuki (1986) have emphasized the teachers 'desire to shift from being overpowered by administrative decisions and confined to the classroom to being more involved in matters pertaining to the curriculum and instruction as well as general organizational decisions. The teacher is expected to perform effectively and efficiently in all areas without thinking that he/she has very limited decisional powers in major areas. With the head teacher acting as the chairman, he holds meeting, to brief them on what to do, receive, discusses reports to enhance effective and efficient teaching for the improvement of academic. Therefore the Ministry of education, the Head teachers and teachers needs to understand the primary importance of instructional supervision in the school system and gear all their effort towards its improvement in the school.

## 1.2 Statement of the Problem

It is believed that the overall education system should be supported by educational supervision in order to improve the teaching-learning process in general and learners achievement in particular. School-based supervision plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality education In the attempt to improve the quality of education, the head teachers' in addition to their administrative duties ought to pay more attention to supervision of instruction. Instructional supervision is a very important aspectneeded in a school, for any educational system to function effectively and achieve its objectives.School-based supervision focuses on teachers‟ professional growth to enhance the instructional practice in schools and to bring about the desired change of learning achievement for the pupils.

Pupils' academic performance in primary schools in Borgu, Agwara, Magama, Rijau is poor.

The poor academic performance of the pupils seems to be attributed by 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' to not accomplished their role leaving some aspects of the content not taught which could lead to poor pupils academic performance. The checking of teachers' records of work should include all the classroom teachers' record such as assignment record, test record examination record, diary etc the ability of checking these records may lead to poor academic result.Checking teachers‟ records had a positive impact and improvement in academic performance of pupils.

Poor visitation of classroom by the head teacher could attribute poor pupils 'academic performance, classroom visitation is a procedure by which the educational leader could be of

great assistance in aiding the teachers to improve both their instructional strategies/techniques and the learning processes of the pupil .During class visit the head teacher need to sit and observe formally or walk- through on regular basis, make notes in the classroom observation, discuss the observation with class teacher after lesson, meaning immediate feedback should be given. Ability of head teacher carry out meaningful class visit the teacher' will be guided and improved in his job performance and that of the pupils. Poor checking of pupils' exercise books by head teacher may lead to poor pupil's academic performance.

it is head teachers' role to regularly inspect pupil's exercise books/notes, writing material, the class work given and assignment to ensure that exercises are in line with the school syllabus and pupils' class work, notes and assignments are marked. Incompletion of these exercises may lead to poor pupils' academic performance. Poor teachers' lesson plan,it contributes to poor academic performance of the pupils. Assessmentof teachers' lesson plan/ notes by the head teacher needs to cover all lesson plan of every subject, classes and to ensure that the lesson plans presentation, evaluation are in line to lesson objective and the scheme of work before is use in teachingif regularly evaluated it will promotes pupils academic performance.

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 use for the purpose made for. He assess the class they are to be use ,the quality and how they are use for instruction. The poor usage and assessment of relevant teaching facilities may lead poor pupil academic performancebecause learners will likely learn with facilities that are not concrete and relevant. Poor pupils' academic performance due to difficult content. Head teachers' assessment of scheme of work which involve teachers broken of syllabus from simple to complexand observing the scheme of work in line to the syllabus,it should be testify before use in instruction.Absent of

the assessment may lead to poor academic performance of pupils .The head teachers must check the teaching standards in reference to schemes of work, lesson plans, records of work covered by teachers and pupils class attendance by keeping their respective registers. By performing the above role it will promote pupils academic performance, above all inadequate instructional supervision of all school activities also causes poor pupils' academic performance. The relationship between head teachers and teachers determine the attitudethe teachers have towardssupervision. If the head teachers are not adequate on instruction supervision itprovides avenue for poor academic standards, but effective performance of instructional supervision boosts the teachers' profession role thus improving pupils' academic performance.

Head of instruction and any person entrusted with the responsibility to supervision instruction should possess certain knowledge and skills to plan, observe, assess and evaluate teaching and learningprocess.

The thrust of this research therefore is to investigate the extent to which the head teachers' effective instructional supervision of teachers, pupils' and teaching facilities boost pupils' academic performance.

### 1.3 Objectives of the Study

The study was set to achieve the following objectives:

1. Determine the analysis of instructional supervision of Head teacher's checking of teachers' record of work in primary schools in Niger State Nigeria;

2. Examine the analysis of instructional supervision of Head teacher's classroom visit in primaryschoolsinNiger State, Nigeria;

3. Determine the analysis of instructional supervision of Head teacher's checking of pupils exercise booksin primary schools in Niger State, Nigeria;

4. Examine the analysis of instructional supervision of Head teacher's evaluation of teachers lesson plan in primary schools in Niger State, Nigeria;

5. Ascertain the analysis of instructional supervision of Head teacher's evaluation of scheme of work in primary schools in Niger State, Nigeria; and

6. Examinetheanalysis of instructional supervision of Head teacher's assessment of relevant teaching facilities in primary schools in Niger State, Nigeria.

**1.4. Research Questions**

The following research questions were asked to guide the study:

1. How do Head teachers carry out instructional supervision on checking of teachers' records of work in primary schools in Niger State, Nigeria?

2. In what ways doHead teachers under take instructional supervision on classroom visit in primary schools in Niger State, Nigeria?

3. How do Head teachers carry out instructional supervision on checking of pupils' exercise book in primary schools in Niger State, Nigeria?

4. In what waysDo Head teachers' instructional supervision involves evaluation of teachers' lesson plan/note in Niger State, Nigeria?

5. How do Head teachers carry out instructional supervision on assessment of scheme of

work in primary schools in Niger State, Nigeria?

6. In what ways do Head teachers' instructional supervision involve assessment of relevant teaching facilities in primary schools in Niger State?

### 1.6 Basic Assumptions

In conducting this study, it was assumed that:

a) head teachersinstructional supervision on checking of teachers' record of work influence pupils'academic performance positively;

b)instructional supervision on classroom visit by the head teacher influence pupils' academic performance positively;

c) instructional supervision on checking of pupils' exercise books by head teacher influence pupils' academic performance positively;

d) head teachers' instructional supervision on assessing teachers' lesson plans influence pupils' academic performance positively;

e)head teachers' instructional supervision on assessing scheme of work by head teacher influence pupils' academic performance positively; and

f) instructional supervision of relevant teaching facilities by head teacher influence pupils' academic performance positively.

### 1.7 Significance of the Study

This study will be significant in the following ways:

Help those entrusted with policy formation and implementation to gain better insight into the state of school based instructionalsupervisionin primary school. It would contributeto practical knowledge of the duties and responsibilities associated with supervision of instruction. It will help primary school teachers and head teachers in their duties. This is because the study mayreveal the effective teaching method and management among teachers and recommendeffectiveteachingand supervisoryapproaches which may help to achieve the school objectives. The teachers of primary schools may also get to know the instructional role of their head teachers and adjust their roles accordingly.

The study do give a clear view of the current state of school-based instructional supervisory practices in primary schools. This information should enable school administrators to create new instructional conditions under whichheadteachers' and teachers' can work more effectively and to identify staff development needs for school heads and teachers. In other words, this information can provide a database for the systematic development and application of schools' inventories of teachers' skills and potentials. The study may also be useful to teachers aspiring to head schools in the future to acquire skills and knowledge in instructional supervision so as to understand their supervisory role and carry it out effectively.It may assist the ministries of education to know their weaknesses and strengths on supervisory practices and then encourage them to give more attention to implement supervisory activitiesand provide necessary needed facilities for instructional supervision in primary schools. Education managers may gain knowledge on the state of school based instructional supervision in primary schools.Parent teacher association (PTA) will gain insight on the needs of their children and the state of teaching and learning in the school.This study maycontribute to researchers and understanding of school-based instructional

supervision. The findings from this study could lead to the identification of gaps in research in school-based instructional supervision and in designing future research in this area. Educators and researchers from educational institutions may profit from such information as they attempt to identify and implement supervisory practices that are deemed more desirable in improving instruction.

It may be useful to future researchers undertaking similar or related studies. The study will bring to the forefront the need for the ministry of education and school proprietors to organize seminars, conference and workshops for head teachers on school- based supervision and also Identify future training skills needed for school-based instructional supervision in primary schools.

**1.8 Scope of the Study**

This study coveredall the primary schools in Borgu, Agwara, Magama and RijauL.G.A in Niger State, Nigeria. The study focuses on the analysisof school-based instructional supervisionin primary school in Niger state. The study only used the head teachers, teachers, school supervisors and PTA officials as the respondents. The study only covered public primary schools within the area of coverage of the research.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

In this chapter the researcher provides a review of the related literature in respect of the subject under the following heading:

**2.2** Conceptual framework;

**2.2.1** Concept of supervision;

**2.2.2** Nature of supervision;

**2.2.3** Purpose of supervision;

**2.24** School based instructional supervision;

**2.2.5** Concept of Academic Performance

**2.2.6** Concept of Teachers Records

**2.2.7** Concept of Lesson Plan

**2.2.8** Concept of Scheme of Work

**2.2.9** Concept of Teaching Facilities

**2.3** Analysisof Head teacher's checking ofteachers' record of workon pupils' academic performance

**2.4** Analysisof Head teacher's classroom visit on pupils' academic performance

**2.5** Analysis of Head teacher's checking of pupils exercise books on pupil's academic performance;

**2.6** Analysis of Head teacher's evaluation teachers' lesson plan on pupils 'academic performance

**2.7**Analysis of Head teachers'evaluation scheme of work on pupils' academic performance

**2.8**Analysis of Head teacher's assessment of relevant teaching facilities on pupils' academic performance

**2.9**Empirical Studies; and

**2.10**Summary

## 2.2 The Conceptual Framework

This section of review examines the concepts that form background information for clear understanding of the study .The section presents specific discussion on the following concepts.

1. Concept of supervision

2. Nature of supervision

3. Purpose of supervision

### 2.2.1 Concept of Supervision

Supervision is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organizations.Nyarko (2009)

Supervision ofthe school personnel is central to the attainment of the goals and objectives of the school.The National Policy on Education (NPE) has highlighted in precise terms the objectives ofeducational supervision, which is “to ensure quality control through regular inspection and Continuous supervision of instructions and other educational services” (1981) There are various definitions of educational supervision. There is the need to state some ofthem in order to bring out what educational supervision is its nature and purposes ineducation. Supervision is a process of stimulating growth and the means of helping teachers to help themselves**.**Parthy (1992) saw supervision as a task of improving instruction through regular monitoring and in-service education of teachers. Supervision according to Bar (1993) involves providing expert assistance to teachers to help them acquire more skills and competencies for effective teaching. Supervisors are therefore to supervise, guide and direct the instructional activities of teachers in line with the professional conduct. From these definitions above, it can be deduced that the main center of focus of supervision is the classroom teacher who as a curriculum implementer, tries to shape the destiny of class instruction. To this end, it is a service rendered to teachers, focusing on how to help them understand and accept themselves, their abilities patterns of interest, emotional make-up and background preparation and helping them set realistic goals for themselves. Supervision is supposed to bring about improvement in instruction.

Nwaogu (1980) said, supervision is the process of bringing about improvement in instruction by working with people who work with pupils. Still on supervision, he continued “the process of supervision is to facilitate learning of pupils”. Adequate supervision therefore is concerned with making adequate provision for all of the conditions which are essential to effective learning

through effective teaching. According to him, the chief function of supervision is to improve the learning situation of children that supervision is a service of activity that exists only to help teachers to do their job better. Supervision is directly and primarily concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers. Good supervision releases energies of people in creative ways to solve individual and common problems. The Good's Dictionary of education (1945) defined educational supervision as

> "*all efforts of designated school officials towards providing leadership to the teachers and othereducational workers in the improvement of instruction. It also involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives; materials of instruction, methods of teaching; and the evaluation of instruction*."

Dodd (1968) and Ogunsanya (1985) Supervision is perceived as a way of advising, guiding, refreshing, encouraging, stimulating, improving and over-seeing certain groups with the hope of seeking their cooperation in order for the supervisors to be successful in their tasks of supervision. Other schools of thought see supervision as a way of persuading people to desist fromapplying wrong procedures in carrying out certain functions on their jobs, and at the sametime try to emphasize the importance of good human relations in an organization Ogunsaju (1983).The essence of supervision is therefore the monitoring of the performance of school staff,noting the merits and demerits and using befitting and amicable techniques to ameliorate theflaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals.

Thus, the concern of educational supervision is theimprovement in teaching and promoting effective teacherperformance and learning in the school.Supervision is thus a combination or

integration of a number of processes, procedures andconditions that are consciously designed with the sole aim of advancing the workeffectiveness of teachers and other personnel involved in the schooling process.We should note that educational supervision focuses on changing the behavior of staff for animproved performance. In most cases, it is internally arranged by the school head and attimes assisted by other agencies and stakeholders. Supervision pays more attention topersonnel and instructional delivery more than the pupils in the school. In other to enhance instruction, the role of the supervisors should be supportive, assisting, explanative,encou raging, guiding, advisory, improving and sharing rather directing.

### 2.2.2. Nature of Supervision

In the past, supervision was viewed as an administrative duty aimed at ensuring that teachers do their jobs. What the supervisors generally do was to observe the teachers, evaluate the performance of the teachers and take appropriate action. Their activities involved inspecting, checking, telling, rating and monitoring. Hence, layman who were non-professionals and untrained carried out supervision. The use of on-professionals as supervisors at that time should not come as a surprise. It was a reflection of the assumptions underlying the practice of supervisi on at that time.

Modern school supervision has democratic and dynamic nature because it seeks the cooperation and participation of all concerned with the teaching and learning process and bring about positive and effective change in the school. Wardenberg,( 1987) in Akinwumiju and Olaniyan (1996:96) andEzeocha (1990:16) agreed that modern school supervision is democratic. Ezeocha emphasized that “it must also be friendly, open and informal; it should maintain satisfactory human relation among staff members, that it should be comprehensive in scope and embraces the

total public school programme".Wardenberg on his own point enumerated eleven points to describe the nature of supervision. These include:

1. Help people identify problems more clearly and ways to overcome them;

2. Help one to become skilled;

3. Help people to see more clearly the real end of education and help work toward the end;

4. Ascertain the work one is suited to;

5. Provide effective democratic leadership in promoting professional improvement, fostering harmony with the staff and in stimulating the staff to bring the programme choices to the people;

6. Train new employees and properly introduce them into anew profession;

7. Build strong group morale and unify the staff into a team which appreciates cooperation;

8. Protect the staff;

9. Evaluate one's effort towards accomplishing objective;

10. Share problems with public in order to get suggestions; and

11. Help interpret policies to group;

The nature of supervision therefore is not democratic and dynamic but also seeks to help, build , train and orient staff members, to interpret the programme policies of the school and evaluate from time to time the efforts of all concerned and the objectives of the school for the purpose of education to be achieved.

**2.2.3. Purpose of Supervision**

The major concern of school supervision is the enhancement of the quality of instruction in schools. Harris (1963) perceived supervision as

> "*What a school personnel does with adults andthings for the purpose of maintaining or changing the operations of the school in order todirectly influence the attainment of the*

*major instructional goals of the school. Supervisionhas its impact on the learner through other people and things*"

From the above, the role of supervision will include:

Instructional supervision allows educators and administrators to improve not only classroom but the school as a whole. Ani (2007) put more insight in the purposes for instructional supervision as contained in the Universal Basic Education as:

1. Ensuring that teachers perform their assigned functions effectively.
2. Ensuring that teachers are capable of carrying out their responsibilities.
3. Ensuring that new teachers receive training to enable them function effectively on the job.
4. Ensuring that teachers are given help whenever there is need.
5. Providing professional information to the teachers.
6. Guiding teachers to the sources of instructional materials
7. Providing technical assistance to the teachers especially in the area of teaching methods and the use of instructional materials
8. Ensuring that discipline is maintained during classroom instruction
9. Helping or suggesting how to improve on the performance of incompetent teachers.
10. Providing an enabling environment to discover teachers with special abilities and qualities.

The quality of teachers greatly affects student promotion rate, repetition rate, retention rate, withdrawal rate, and dropout rate. When quality of education is given to the masses, there is hope for the graduation of properly skilled, knowledgeable and productive workforce. Many Nigerian academicians have criticized the quality of education given to Nigerian three levels of education. Many B.Ed graduates according to Aghenta (2001) are now half baked and cannot provide the much needed quality education. He warned that the low quality of education in

Nigeria will take a further dive since the poorly trained teachers are very poorly remunerated, motivated and often unceremoniously removed from teaching before they can establish themselves as experienced teachers.

There are many reasons for instructional supervision in schools. Some of these according to Ogunu(2000) are: -

1. To make sure that teachers are performing the duties which they are employed to do.

2. Assisting teachers to develop and utilize methods and materials which will improve the progress of a child and improve teachers' professional effectiveness.

3. To know the performance of teachers recruited.

4. To discover special abilities possessed by the teachers in school.

5. To provide opportunities for staff development.

6. To know the effectiveness of classroom management by teachers.

7. To appraise the performance of the school.

8. To identify the needs of the school etc.

The Head teacher is usually the supervisor within the school. He or She is foremost on instructional leader. However, there are many other managerial activities expected of him/her in the school. It is regrettable that many head teachers do not often see themselves in the supervisory role of promoting the quality of teaching and learning in schools rather they see their main roles to be those of teachers, administrators, and managers of personnel and finances, counsellors and disciplinarians for students, liaison with parents and school board Ministry of education, and supervisors of academic areas of the institutions. In carrying out the role of a supervisor, the head teacher should be visible in all corners and crannies of the school and not hide away in his office all day long.

### 2.2.4.School Based Instructional Supervision

School-based supervision: is the supervision that is conducted in schools and that is carried out by Head teacher, Assistant head teacher and senior teachers. Instructional supervision is a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance (Beach &Reinhartz, 2000). On the other hand, Igwe (cited in Enaigbe, 2009) indicated that to supervise means to direct, oversee; guide to make sure that expected standards are met. According to the Association for the Development of Education in Africa [ADEA] (1998) supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve improved results. Furthermore, according to Chiovere (1995) supervision involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of defects attainment of stated aims, objectives and goals of an education system at a given level**.**

The dictionary of education (as cited in Benjamin, 2003) provided the most extensive definition of supervision as all efforts of designated school official toward providing leadership to the teachers and other educational workers in the improvement of instruction; involves the stimulation of professional development of teachers, the selection of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction.

In summary, the definitions ofsupervision highlighted above imply that the focus of school based supervision in a school is mainly related with providing professional assistance for teachers, the improvement of instruction and increasing of pupils' academic learning performance.

### 2.2.5 Concept of Academic Performance

Performance is an action in which excellence or superiority depends on abstract mental ability, any action requiring the manipulation of abstract or mental manipulation of any sort. Performance is defined as the observable or measurable behavior of a person an animal in a particular situation usually experimental situation (Simpson,Weiner, 1989). This means that performance measures the aspect of behavior that can be observed at a specific period.

According to Business Dictionary (2016) performance is the accomplishment of a given task measured against pre-set known standard of accuracy, completeness, cost and speed. It could also mean the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract.

In relation to education, academic performance of a student canbe regarded as the observable and measurable behaviour of a student in a particularsituation. For example, the academic performance of a student in social studiesincludes observable and measurable behaviour of a student at any point in timeduring a course. In social studies students' academic performance consists of hisscores at any particular time obtained from a teacher- made test. Therefore, we canequate academic performance with the observed behaviour or expectation ofachieving a specific statement of or statement of educational intention in aresearch. Academic performance of students consists of scores obtained fromteacher-made test, first term examination, mid-semester test

### 2.2.6 Concept of Teachers Records

School records are official documents, books and files containing essential and crucial information of actions and events which are kept and preserved in the school office for

utilization and retrieval of information when needed. Such records are kept by principals, teachers, councilors or administrative staff.

School records are therefore information or data collected on various aspects of school and preserved for future use. School record sense as bank in which information is deposited and kept with the hope of retrieving and utilizing in the future.

Osunu (2004) opined that school record are documented statement of fact about persons, events, facilitates, proposal and activities in and about the school. There are numerous and are usually assigned or delegated to members of staff. However, the responsibility for school records lie squarely on the shoulders of the chief executive of the school, the school head. As could be seen in schools, there are many educational activities such as registration of new students, recruitment of teachers timetabling, organization of school programmes, among others. All these are school activities which need to be recorded and stored for retrieval when they are needed.

According to Durosaro (2002), school records are important tools for effective planning and administration of a school. School records occupy strategic position which aid effective and efficient organization and administration of the school.

### 2.2.7 Concept of Lesson Plan:

The lesson plan is usually prepared by the subject teacher to serve as an aid to the teacher in the course of teaching as he cannot rely completely on his memory. It is very important for a teacher to master the content of lesson note before implementing in the class. It is developed in accordance with the scheme of work for each subject usually from simple to complex and also from known to unknown for proper understanding of the students. The lesson note should generally contain information such as topic, date, introduction, time of lesson, duration, age and

sex of students. Other detail includes behavioural objective, previous knowledge, presentation, evaluation and pupils' activities (Home or Class work).

### 2.2.8 Concept of Scheme of Work

The scheme of work is a breakdown of the syllabus into weekly teaching unity's for easy implementation by the class teacher. Each subject has its peculiar type of scheme which series as guide to the teacher. Each unit of the scheme is treated independently for proper understanding of the student.

Olagboye (2004) opines that scheme of work is an estimate of academic work which the teacher expect to accomplish in each subject base on the number of lesson in a term. It is necessary for a teacher to compile scheme of work for each subject separately for each term. If he is teaching more than one class separate scheme for each class is mandatory. He further added that in drawing up a scheme of work the teacher should consider the number of lessons (periods) allocated to each subject the leaning topics in order of preference and sequential(simple to complex) for the purpose of academic accountability all work accomplished are recorded in a weekly dairy. This facilitates continuity in case taking over by new teacher.

### 2.2.9 Concept ofTeaching Facilities

The concept of teaching facilities has gone beyond simple aids, instructional technology and media to communication and educational technology. Teaching facilities include those objects that are commercially acquired or improvised by the teacher to make conceptual abstraction more concrete and practice to the learner, hence the relevant materials utilized by the teacher during an instructional process for the purpose of making the content of the instruction more practical and less vague. Orakwue (2000) asserts that teaching facilities are not just objects or

equipment used during teaching – learning process but they are those objects improvised by the teaching to make teaching more concrete and practical to the learner.

Teaching facilities are relevant materials utilized by the teacher during teaching to ensure the proper understanding and assimilation of the topic at hand by the use of form of illustration that seems desirable and depict the real situation of the audience. The practical justification is that it is an instrument for accelerating the pace of all human transformation. Esu (2004), teaching facilities refer to all resources within the reach of the teacher and the learner which are employed to facilitate teaching and learning. It therefore follows that such materials may be human and non-human provided they facilitate the acquisition and evaluation of knowledge, skills, attitude, moral and values.

Good (1999) defined teaching facilities or aids as any device used for the purpose of carrying out instructional content or function that is used for teaching purposes. There are many teaching facilities available and from various source equally. It is therefore very important that teachers bear in mind that every teaching facilities has its definite unique strength in teaching by the use mother. It is necessary to note that through effective communication, better teaching and faster learning can only be facilitated or guaranteed by careful selection and skillful utilization of appropriate teaching facilities by users.

**Importance and Uses of Teaching Facilities**

Abujabar (1997) asserts that, the importance of teaching facilities to teachers widens the channels of communications between teachers and their students. He further maintains that the instructional materials allow the growth of specific learning abilities and enhance intellectual skills and major skills; the use of chart and models enables the teacher to present and illustrate

many physical and phenomena issues easily and at the same time, allows them to focus attention on the characteristics of objects. Bozimo (2002) “the importance of teaching facilities lies on the fact that abstract ideas, data or information expressed in printed pages become tangible and concrete when they are translated or reflects in forms of teaching aid. Teaching aid enables the learner to comprehend the interrelatedness of knowledge and unity of various subjects.

## 2.4. Analysis of Head Teacher’s Checking of Teacher’s Record of Work on Pupils Academi c Performance

Records have a dual function. Not only do they enable a school to have a clear pictureof what is available and what is required, but they also provide justification ofcertain needs. Furthermore, they serve to extend the memory by which personsand organizations can pass their cultures and achievements on to future generations.Record keeping is vital to an education system’s information cycle as a whole, becauseof its fundamental role in the process of efficient information production andcollection. Record keeping is very important to school organization. First, the law requires thatcertain records must be kept for schools and secondly, records keeping of certain events help inthe achievement of organizational goals. According to Ogunsaju (1989) the purpose of record keeping and reporting system are:

1. To ensure that accurate and proper records of students achievement and growth during his school days are kept;
2. To ensure that an up-to-date information on any school matters or students is made available to users when requested for and
3. To facilitate research activities that will promote efficiency and effectiveness of the school System. (P-122). Apart from the above, other purposes include:

4. To provide useful information to an employer of labour who may want to recruit pupils for jobssuch as testimonials, transcripts, certificates and references letter.

5. To supply the necessary information to inspectors of education who may visit the school on general or routine inspection. Daresh and Playko (1992) in a research study carried out in Boston and Chapman (2001) opine that supervision in the areas of checking teachers records had a positive impact and improvement in academic performance of pupils. The studies further states that teachers prepare and structure their lessons better when instruction in the school is regularly supervised. The supervisor should thus ensure that teachers adhere to the syllabus in terms of scope, depth and the learner's intellectual level and also the appropriateness of learning resources. Gachoya (2008) in a study carried out in Nyeri district observed that 70 percent of instructional supervisors assessed and advised teachers on proper preparation and keeping of professional records. However, AbdiNoor,( 2012) in a study in Isiolo County found out that there was inability by head teachers to ensure adequate preparation of professional documents and irregular visits by the quality assurance officers. This led to declining academic performance standards in the county.

**2.5 Analysisof Head Teacher's Classroom visit on Pupils Academic Performance**

The head teachers play the role of an internal supervisor by checking the teachers'classroom work and assessingtheir overall performance based on pupils'achievement. The head teacher should visit the classroom frequentlyto encourage teachers. Kimeu (2010).

According to peretomode (2001), classroom visitation is a procedure by which the educational leader could be ofgreat assistance in aiding the teachers to improve both their instructional strategies/techniques and the learningprocesses of the student. The main objective of the head

teacher, visitation according to the definition is for theimprovement of the teaching-learning process. He posited that to successfully carry out visitation, the visit must beplanned. Akpa (1987) posited that the school administrator faces a lot of challenges as a moulder and developer ofhuman potential. How well he/she responds to these challenges as a necessary ground work for success requireshis/her exposure to a number of supervisory models. It is therefore advantageous in the opinion of Landers andMyers (1977), to develop a broad repertoire of supervisory strategies and skills. Just as classroom teachers seek toindividualize instruction, the application of supervisory model should be that which best suits a particular teacher's

teaching problem. Ogunsaju (1983) in an independent study identified four strategies in their separate studies, which will help teachers to achieve the set goals of instructional supervision and the improvement of the total teaching/learning process. These strategies include classroom visitation, conferencing, demonstration and provision of staff professional growth and development. Another way to help teachers improve instruction is through clinical supervision. Model of clinical supervision presented a cyclical sequence of events which should ideally be implemented at least twice a year, the sequence include teacher pre-conferencing to determine the method and duration of the observation.

The pre-conferencing is followed by classroom observation which involves making use of physical indication, visual indication and interpersonal or directive analysis. The last stage in clinical supervision which is post conferencing is aimed at discussing results on remedial action and a critique by both the supervision and the supervisee. Clinical supervision is the rationale and practice designed toimprove the teachers' classroom performance. (Glickman, 1990), the principal data of clinical supervision obtained from the events which take place in the classroom are analyzed. The relationship between the teacher and the supervisor form the basis of the

programme, procedure and strategies designed to improve the students learning is by improving the instructional behavior Olembo,Wanga&Karagu,( 1992). Eshwani (1993) attributes poor pupil performance in public schools to ‘armchair’ Head teachers who do not know what goes on classroom. Headteachers need to observe their teachers formally on regular basis, make notes in the classroom and work with a clear commitment Griffin.(1994). The head teacher should discuss classroom observation with a teacher promptly in-order to provide for in-school professional development. There is need to monitor standards being achieved by their pupil, develop and implement strategies for systematic monitoring. According to Calaghan (1999) as cited in Kitavi(2000) Physical observation of lesson presentation is the only way a head teacher cangain an insight into the quality of teaching and learning in the school.

Head teachers never at all observe teachers in class, inadequate time and too many responsibilities of managing the school make them unable to visit classes. Buregeya (2011) in a study agrees with Duflo(2007) and Nyamwamu (2010) stating that head teachers do some informal class room visits. They slightly do general and informal supervision at the expense of formal class visits with the aim of collecting data on the teachers´ classroom behavior.

The inability of head teachers to visit classes or carry out meaningful classroom visits asserts Wellington (2008) makes them fail to learn what is being done in the classroom. The classroom visits include, walk-through, informal classrooms observations. A walk-through is an observation interlude lasting a minute or two which provides a quick look at teacher performance and environmental factors in the classroom. This is a more appropriate method since it is impromptu unlike the formal and informal which are planned and scheduled for by the supervisor and the teacherFisher(2011), a good conference should last 30 to 40 minutes. Fischer (2011). Longer sessions become an ordeal for both the supervisor and the teacher. The supervisor

should incorporate teachers' suggestions as this builds the teacher's confidence for enhancing the learning process. He or she should recognize and provide alternative approaches and application of a variety of skill as this will strengthen the teacher's pedagogical skills. The supervisor should provide an immediate feedback after observation which should be objective and concluded with a well thought out summary to enable the teacher to remember the key issues discussed Okumbe, (1998).

**2.6.Analysisof Head Teacher's Checking of Pupils Exercise Books on Pupil's Academic Performance**

Information on pupil progress is used to improve teaching and learning, to inform and motivatepupils, to inform parents, to provide necessary references for other educational institutions andemployers, and to aid governors in fulfilling their responsibilities for the school; these is obtain through supervision of Pupils' exercise books and lesson notes that reflect the work load covered in classby teachers. It is the head teacher's role to regularly inspect on the pupils' exercise book/lesson notes to ensure that the school syllabus is coveredappropriately and assignments are marked.

In a study conducted by Alimi ofAkinfolarin (2012), on the impact of instructional supervision on students'academic performance in senior secondary schools in Ondo State.Their study found out that there is significant impact on checking pupils' notes on academic performance in English language. The findings agreed withHallinger and Heck (1998), findings that there is a significant impact in checking of students notes on academic performance in English language inUnited States elementary schools.Williams (2003), asserts by stating that there is a significant impact ofchecking of students notes on students academic performance in English language in secondary schools in New York City. Firestone and Rienl (2008),had different view that

checking of students' notes does not produce a direct effect on students' performance. They argued that checking of students' recordof work is a mediating influence on teachers, instructional community andschool organization that lead to high performances

**2.7. Analysis of Head teacher's Evaluation Teacher's Lesson Plans on Pupil's Academic Performance**

The school organization and control of staff both teaching and non-teaching is all part of the headteachers' duties. In particular he/she must check standards by reference to schemes of work, lesson notes, lesson plans, records of work done and pupils exercise books among others.

Headteachers need to supervise teachers by ensuring that lessons are planned easily, lesson are structuredIt gives information on what a teacher plans to teach the students at a period of time.

It clearly shows the teachers level of preparedness and his level ofcompetence. It psyches and challenges teachers for the task aheadwith an interesting begging, revision of previous knowledge and teachers have a good relationship with their students and follow up the curriculum strictly.

According to Musungu and Nasongo (2008) a study in Vihiga district in western Kenya investigating instructional role of the head teacher in the academic achievement in Kenya certificate of secondary education. The principals in high performing schools checked lesson books, schemes of work and registers of class and school attendance.Supervision of teachers and pupils' work, proper testing policies, syllabus coverage, teacher induction, in-service courses and team building enhance performance .Gachoya (2008), argues that teachers prepare and structure their lessons better when instruction in the school is regularly supervised. Supervisors will know if the appropriate planning for instruction has taken place when the teacher is able to design a lesson that achieves the objective. Bird walking is a term coined by Madeline Hunter that refers

to the inability of a teacher to focus on the objective of the lesson Gentile(2007). Instead, the teacher bird walks, pecking at interesting ideas with what seems to be worthwhile or informative digressions, distracting the students' thinking processes and leaving the students confused about the topic of the lesson. The classroom teacher is to Plan and teach lessons and sequences of lessons to theclasses they are assigned to teach within the context of theschool's plans, curriculum and scheme of work.Assess, monitor, record and report on the learning needs,Progress and achievements ofpupils.

**2.8 Analysis of Head teacher's Evaluation Scheme of Work on Pupils'**

**Academic Performance**

A scheme of work is the teacher's equivalent ofa builder's plan. It is the answer to the teacher's questions "What am I going to teach?"and "How am I am going to teach it? The scheme of work is a written, modifiable document that guides the overall direction of your teaching activity with each group of students and provides a context and resource for the development of detailed lesson plans. After each lesson you need to conduct an informal appraisal of how the lesson went. For one lesson per dayof your choosing, you are required to writeaLesson Appraisal. This is designed to help you better understand the progress andoutcome of the lesson and plan for future lessons. Written appraisals should be addedto your teaching file and be available to your supervisors when they visit your class.One purpose of the scheme of work is to help you bring coherence toyour instructional practice and to what students learn.

After each topic is completed,you are required to write a topic appraisal. Head teacher who is the chief Administrator as well as the school based supervisor should have regular assessment of the scheme of work of every class to ensure the syllabus have been duly followed by the class

teacher and well recorded, which will promote pupils academic performance. Teachers are required to make and retain records i.e. schemes of work, lesson plan,records of work, mark book, progress record book and attendant registerFicsher(2011). Daresh and playko (1992), in a research carried out on howsupervision impacted on curriculum implementation in schools imposed onthrough supervision in the areas of checking the records. A positive impactwas realized in academic performance of pupils. The federal agencies in the respective states always liaise with the schools to ensure that teachers have prepared all the requisite documents expected of them during the school sessions before certifying them to teach.

According to MOEST (2006), the head teachers must check the teaching standards in reference to schemes of work, lesson plans, records of work covered, ensure duty attendance by teachers and class attendance by students by keeping their respective registers. The inadequate performance of the head teacher role on the above stated are causes poor pupils academic performance. In a research carried out on how supervision impacted on curriculum implementation in schools imposed on through supervision in the areas of checking the records. (Musungu and Nasongo2008) carried out a study in Vihiga District in Western Kenya investigating instructional role of the head teacher in the academic achievement in KCSE. They found out that 8% of the principals in high performing schools checked lesson books, schemes of work and registers of class and school attendance.

### 2.9. Analysis Instruction supervision of Head Teacher's Assessment of Relevant Teaching Facilities on Pupils' Academic Performance

School facilities have been observed as a potent factor to quantitative education. The importance to teaching /learning and provision of adequate instructional facilities for education cannot be

over-emphasized. The dictumthat “teaching is inseparable from learning but learning is not separable from teaching” is that teachers do theteaching to make the students learn, but students can learn without the teachers. According to Akande (1985), learning can occur through one’s interaction with one’s environment. Environment here refers to facilities thatare available to facilitate students learning outcome. Foller (1995), and Eshiwani (1993), argued that desks, books, instructionalmaterials and school books activities are amongst other resources that affect the quality of academic achievement.

The head teacher should therefore assess the relevant teaching facilities to ensure that teachers use appropriate instructional materials, it will also enable head teacher identify gather all possible resources from the MOE, the community and other organizations to provide them for the teaching/learning and ensure that the resources are full and effectively used. In the school system, there are multiplicity of facilities, which facilitate teaching and learning. The head teacher needs to assess the relevant facilities so that they are used; to illustrate concepts, provide opportunity for firsthand experience, for experimentationand demonstration, for scientific investigation and discovery, to provide diversity of thoughts, for observation and inquiry, for development of scientific attitudes and skills, to protect the individual and also provide comfort.

Gakuru (1992) found out that teaching in classroom without lockers, doorsand windows. Teachers experience problems with their teaching aids security.It’s evident from fore going discussion that resources availability boostsperformance in all the subjects. Books, audio-visual, software and hardware ofeducational technology; so also, size of classroom, sitting position and arrangement, availability of tables, chairs,chalkboards, shelves on which instruments for practical’s are arranged Farrant (1991) and Farombi (1998).According to Oni (1992), facilities constitute a strategic factor in organizational functioning. This is so becausethey determine to a

very large extent the smooth functioning of any social organization or system includingeducation . He further stated that the inn availability, adequacy and relevance influence efficiency and high productivity. In his words, Farombi (1998) opined that the wealth of a nation or society could determine thequality of education in that land; emphasizing that a society that is wealthy will establish good schools withquality teachers, learning infrastructures that with such, students may learn with ease thus bringing about goodacademic achievement.

Writing on the role of facilities in teaching Balogun (1982) submitted that no effectivescience education programme can exist without equipment for teaching. This is because facilities enable thelearner to develop problem-solving skills and scientific attitudes. In their contribution, Ajayi and Ogunyemi(1990) reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own paces. The net effect of this is increased overall academic performance of the entire students.Several studies have shown that a close relationship exists between the physical environment and the academic performance of students. Nwagwu (1978) and Ogunsaju (1980) maintained that the quality of education that children receive bears direct relevance to the availability of physical facilities and overall atmosphere in which learning takes place.

The school facilities consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and packing lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged persons. These facilities play pivotal role in the actualization of the educational goals and objectives by

satisfying the physical and emotional needs of the staff and students of the school. Knezevich (1975, p.563) emphasized that the physical needs are met through provision of safe structure, adequate sanitary facilities, a balanced visual environment, appropriate thermal environment, and sufficient shelter space for his work and play. Schools exist for the purpose of teaching and learning. Human and material resources are deployed for this purpose. School facilities are the material resources provided for staff and students to optimize their productivity in the teaching and learning process. The realization that the transfer of knowledge does not only take place in the four walls of the classroom from the teacher to the students but rather that learning takes place through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching and learning facilities that reflect these changes.

Schools exist to serve socio-economic and political needs of the ever-changing society; consequently, they are in constant interaction with their external environment. The quality of the products bears a direct relationship with the quality of the facilities deployed in the process of the production. This demands that state of the art facilities are provided in schools to prepare school leavers for life in the global village. According to Propst (1972, p.107) useful types of resources to be contacted by the planners and the management team are acoustical design engineering, audiovisual design engineering, behavioural sciences, building systems design, community and press relations, ecological studies, electronic data processing of hardware specifications, electronic data processing for programme development, use of facilities training and financial planning. Others include food service planning, graphic design, health care planning, information management, installation supervision, interior design, laboratory planning and engineering, lighting design, management consulting, project planning, safety engineering, site planning,

technical equipment specialization, and urban planning. This implies that facilities management is a collective responsibility of the federal, state, local government authorities, staff and students of the individual schools and the community where the school is located. The Federal Government through the Federal Ministry of Education provides the policies that guide the educational system and also oversees the implementation of these policies at the State level. On the other hand the State Government ensures the actual implementation of the National Policy on Education by providing the enabling environment for effective teaching and learning.

**2.10. Empirical Studies**

This section reviewed the earlier works done by other researchers on instructional supervision that the researcher could lay hands on. The work studies are:

John(2012) researched on influence of instructional processesand supervision on academic performance of secondary school students of River State, Nigeria. The total population for this research study is made up of eighty-three (83) secondary school teachers from Degema Local Government Area (Delga), Rivers State, Nigeria. This very population was chosen as a matter of the investigator's research interest. The research sample size of this study is seventy-seven (77) teachers from the selected population. The research study is designed to determine whether instructional processes and supervision have any measurable bearing on the academic performance of secondary school students in Degema(Delga) local government area, Rivers State, Nigeria. Four research questions and three nullhypotheses were posed to guide the study to a logical conclusion. A structured researchQuestionnaire was administered to the sample size of the seventy-seven (77) secondary school teachersin Degema local government area. Data generated from the research questions and null hypotheses were treated with statistical independent t-test of pooled and non-pooled variancesand Pearson Product Moment Correlation

Statistics (Pearson r). The results of the dataanalysis indicated that regular instructional supervision has a significant bearing on students'performance, instructional supervision has a significant relationship with instructional processes,instructional problems has a significant relationship with instructional supervision, and teachersclassroom instructional processes has a significant difference on the academic performance ofsecondary school students while institutional administration has no significant bearing onteachers classroom supervision, instructional supervision has no significant relationship witheducational planning and academic program planning of secondary schools in Delga.

Recommendations were proffered based on the findings to improve instructional processes andinstructional supervision and enhance the academic performance of students in secondary schools in Degema local government area, Rivers State, Nigeria. In conclusion this research work has instructional supervision on student performance as independent variable and teacher as a respondent to the questionnaire on academic performance that is similar to current research study despite there is differences in area of study and targeted population, school level of study, number of respondents and research questions.

Abebe (2014) carried out research toasses the practices of school-based supervision in government secondary schools of Kamashi Zone of BenishangulGumuz in Regional State. The population of the study comprises school-based supervisors (i.e. principals, unit leaders & heads of department) and teachers of the 5 sampled schools, Woreda Education Office experts and Zonal supervision coordinators. Accordingly, 5 principals, 5 unit leaders, 25 heads of departmen t, 84 teachers, 25 WEO experts and 1 Zone Education Office supervision coordinator were the population of the study. Five basic questions were formulated, which emphasized the extent to which teachers understand about the school-based supervision in secondary schools of Kamashi

Zone, the various supervisory options applied by supervisors in these schools, the procedures employed classroom observation in the secondary schools, the extent to which school-based supervisors discharge their responsibilities and the challenges existing in the implementation of school-based supervision.

To conduct this study, the descriptive survey method was employed. One Zonal and five Woreda Education Office supervision coordinators were selected through purposive sampling technique. Among the 10 government secondary schools found in the Zone, 5 of them were selected randomly as sample schools. From these sample schools, 5 principals and 30 school-based supervisors (5 unit leaders and 25 heads of department) were also included as respondents using purposive sampling technique. Furthermore, 84 teachers have participated in the study through availability sampling technique. Questionnaire was used as main tool of data collection. Interview and document analysis were used to substantiate the data gathered through questionnaires. Frequency, percentage, mean and t-test were utilized to analyse quantitative data gained through the questionnaires. The qualitative data gathered thorough interview and document analysis were by narration.

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. Finally, to minimize the problems of school-based supervision in secondary schools, it is

recommended to give relevant in-service trainings for supervisors to upgrade their supervisory activities, necessary resources such as supervision manuals and an adequate budget for the success of supervision at the school level was suggested. In conclusion this study has similarity with the current study in areas such as the variable school based supervision, objectives: classroom visitation/observation and learning facilities despite there is different in area of study, targeted population, some objectives of study and research questions.

Olawole(2009)carried out a research on perceived influence of supervision of instruction on teachers' classroom performance in ijebu-north education zone of ogun state The population of the study comprised all 852 teachers in the 18 public junior and senior secondary schools in Ijebu-North education Zone. The sample was made up of 155 female teachers and 100 male teachers from 7 secondary schools drawn through stratified random sampling technique. The study was an Ex-post Facto design.The sample total of 225 respondent (155 female teachers and 100 male teachers from 7 secondary schools in the zone) were used for the study. Questionnaire was the instrument used for data collection. The researcher used mean and standard deviation to analyze research questions and t-test to test formulated hypotheses at 0.05 level of significance.The major findings showed that interaction between teachers and instructional supervisors influences to a great extent teachers' classroom performance.

The use of instructional materials suggested by instructional supervisors' influences to a great extent teachers' classroom performance. Also, conferences and seminars organized by instructional supervisors influence teachers' classroom performance to a great extent. The opinions of secondary school teachers with more teaching experience and teachers with less teaching experience did not differ significantly with regard to their perceived influence of supervision of instruction on their classroom performance. Also the opinions of male and female

teachers did not differ significantly with regard to their perceived influence of supervision of instruction on their classroom performance.

Based on the findings, it was recommended that instructional supervisors should always make themselves available and approachable to teachers, the state government should always make provisions of suggested instructional materials by instructional supervisors to teachers to aid class instruction, and there should be adequate funding of conferences and seminars by the state ministry of education for teachers' improvement. In conclusion the study is similar in the independent variable influence of instructional supervision and classroom performance a dependent variable the research work has differences in area of study, research question and number of respondents in the study.

Kariuki(2013) Researched on influence of Head teacher instructional supervision practice on pupils' performance in public primary school in Siakago Kenya. The total population of the Research study is 545 it consist of 45 primary school head teachers and 500 teachers,The research work was guided by the following: researcher objectives; checking of teachers' records of work, classroom visitation, checking of pupils' exercise books and provision of adequate teaching learningresources by the head teachers. The researcher sample population was15 publicprimary school head teachers, 95 teachers; therefore, 110 questionnaires wereadministered.The researcher used questionnaire and the scores from both tests were correlated to get the coefficient of reliabilityusing Pearson's product moment for data collected.

From the findings majority of the head teachers donot sit in class as teaching processgoes on, they do not check teacher's records of work and check pupils' exercisebooks. Teaching and learning resources were inadequate for effective learning.Teachers are to be encouraged to prepare records of work and other professionaldocument to have effective teaching.

Head teachers indicated that they had not under gone any training beforeappointment. Head teachers had a lot of workload to accomplish duties hence they never supervise pupils work. The study recommended that head teachers should beprovided with in-service courses on instructional supervision which is a prerequisitefor academic performance. Head teachers should involve teachers in theirinstructional supervision which would enhance participating and hence betteracademic performance thus promoting good relation between head teachers andteachers. Taking the limitations and delimitations of the study it was suggested that astudy on teachers' perception of instruction supervision and their job performanceshould be conducted. Instruction supervision should be friendly and not faultfindings. Teachers should ask for it and not force for better performance. In conclusion this research work as four researcher objectives head teacher and teacher as respondents that are similar to the current study and it targeted on 15 head teachers and 95 teacher with 110 questionnaire while the current findings has 6 researcher objectives and the study takes place in Nigeria.

Usman (2015)researched on the Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State. The total population of the study is made up of fifty eight Secondary Schools and Five Hundred and Twenty Five senior secondary school teachers in Nasarawa North Senatorial district. The population was chosen as a matter of the investigators research interest.Simple Random Sampling Technique was used in the study. The basis for the selection was the AreaEducation Inspectorates in the Zone.

The Schools in the Zone were grouped according the three AreaInspectorates offices in Akwanga, NassarawaEggon and Wamba, and the researcher used Simple Random Sampling method to select the Schools used for the study.The sample size for study comprised ninety two teachers of Senior Secondary Classes in the sampledschools.Five research questions were used to

guide the study to a rational conclusion. Descriptive Survey method was adopted in which Instructional Supervision and Students' Academic Performance Questionnaire (ISSAPQ) were used to obtain relevant data from 92 teachers in 37 selected Senior Secondary schools using the simple random sampling techniques. Pearson product moment correlation statistics (Pearson r) and t-test at 0.05 level of significance was used to analyse the data generated and answer the research questions.

The study show that regular instructional supervision using robust supervision strategies like checking of students' notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers record keeping have significant correlation with teachers' performance and academic achievement of students in Secondary Schools. Recommendations like proper alignment of government policies with educational needs of the society, provision of adequate and relevant instructional materials for teaching, regular in-service training for teachers' capacity development, depoliticization of the free education programmes and proper evaluation of school administrative procedures and educational outcomes were adduced for remediation. In conclusion, the research work has similarity with the current study in variables such as instructional supervision, student academic performance and objectives: Head teacher classroom visitation and relevant instructional materials. While the study also differ in areas such as level of school, area of study and number of research questions.

**2.11. Summary**

The researcher started the reviewing of this section byconceptual framework of the study it include concept of supervision, nature of supervision and purpose of supervision that form background information for the study andfurther looked atscholarly work related to the topic under investigation. School based instructional supervision implies the supervision that is

conducted in schools and that is carried out by Head teacher, Assistant head teacher and senior teachers'.This shows that there is significant relationship between head teachers' instructional supervisionpractices and pupils' academic performance hence, instructional leadership should be directed to several areas including scheduling of teaching and learning activities.

Record keeping is vital to an education system's information cycle as a whole, because of its fundamental role in the process of efficient information production and collection. Daresh and Playko (1992) in a research study carried out in Boston and Chapman (2001) opine that supervision in the areas of checking teachers" records had a positive impact and improvement in academic performance of pupils.The head teachers is bestow with the role of an internal supervisor that include checking the teachers' classroom work, visit the classroom, checking teacher lesson plan books, schemes of work, supervision of Pupils' exercise books and lesson notes, registers of class and school attendance. According to Musungu and Nasongo (2008) in their study the principals in high performing schools checked lesson books, schemes of work and registers of class and school attendance. Ajayi and Ogunyemi (1990) reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own paces.

The head teacher should therefore gather all possible resources from the MOE, the community and other organizations to provide them for the teaching/learning and ensure that the resources are fully and effectively used. And lastly, previous studies relating to this study were also reviewed. Despite so many researchers have been carried out in supervision and school based instructional supervision.

# CHATER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter describes the design of the study, population of the study, sample and sampling techniques, the instrument used for data collection, validation of the instrument, pilot test, reliability of the instrument, procedure of data collection and procedure of data analysis the researcher used for the study.

## 3.2 Research Design

The research design of this study is descriptive survey research design. Its purpose is to study the relationship that exist, practices that prevail, beliefs and attitudes held, processes that aregoing on, effect being felt or trends that are developing (Best & Kahn, 2004).

Hence, descriptive design was used to gather information based on the analysis of school-based instructional supervision on primary school pupils' academic performance in Borgu,Agwara,Ma gama and Rijau Local Government Areain Niger State,Nigeria.

## 3.3 Population of the Study

According toBest and Khan (2006) population is a group of individuals who haveone or more characteristics in common that is of interest to a researcher. Thisresearch population comprise all head teachers, teachers, supervisors and PTA Officials of 371 primary schools in Borgu, Agwara,Magama and Rijau Local government Areain Niger State Nigeria. At as the time of this study, the population is 3060 that consist of 371 head teachers'2271 classroom teachers,47 supervisors and 371 PTA officials.

**Table 3.1 Population of the study**

| s/n | Name of LGEA | No of Head teachers | No of teachers | No of supervisors | No of PTA | Total |
|---|---|---|---|---|---|---|
| 1 | **Borgu** | 127 | 929 | 15 | 127 | 1198 |
| 2 | **Agwara** | 57 | 154 | 6 | 57 | 274 |
| 3 | **Magama** | 105 | 586 | 18 | 105 | 814 |
| 4 | **Rijau** | 82 | 602 | 8 | 82 | 774 |
| 5 | **Total** | **371** | **2271** | **47** | **371** | **3060** |

**Source- Planning, Research and Statistic Department Borgu ,andRijau Education Zones, Niger State (2017)**

### 3.4 Sample and sampling techniques

Since the population under study is relatively high, a portion of the population called sample is chosen. The sample size is 246 respondents, which comprise of 80 Head teachers, 114teachers, 12 supervisors and 40 PTA officials. This sample size was chosen by relying on research advisor sample size table (2006) which suggested that a population of 3060 or a little above it should have a corresponding sample size of 246 at 0.05 level of significance.

The researcher chooses purposive sampling technique also known as judgmental sampling technique; it is a non-probability sampling technique that gives the researcher the opportunity to select a sample that appears to him as being representative of the population defined by his research problemNwana, (2008). Based on that, the four LGEAs from the population were maintained, 80 head teachers,114 teachers, 12 supervisors and 40 PTA officials were sampled

from the four LGEA Sampled for the study. Detail of the distribution is here by presented on table 3.2

**Table 3.2 sample of the study**

| s/n | Name of LGEA | No of Head teachers | No of teachers | No of supervisors | No of PTA | Total |
|---|---|---|---|---|---|---|
| **1** | **Borgu** | 20 | 45 | 3 | 10 | 78 |
| **2** | **Agwara** | 20 | 9 | 3 | 10 | 42 |
| **3** | **Magama** | 20 | 22 | 3 | 10 | 55 |
| **4** | **Rijau** | 20 | 36 | 3 | 10 | 69 |
| **5** | **Total** | **80** | **114** | **12** | **40** | **246** |

### 3.5 Instrumentation

The main tool of data collection for this study was questionnaire. Mugenda and Mugenda (2003), says that a questionnaire is commonly used to obtain important information about a population and each item in a questionnaire addresses a specific objective of the study. A questionnaire offers considerable advantages in the administration: it presents an even stimulus potentially to large numbers of people simultaneously; it gives respondents freedom to express their views or opinion and also to make suggestions. Thequestionnaire has two sections; Section A contains structured questionsrequesting for personal demographic data, while section B contains structuredquestions based on the research objectives. The questionnaire items, is structured on fivelikert scales rating of Strongly Agrees (SA), or Agrees (A), or is Undecided (U), orDisagrees (D), or Strongly Disagrees (SD).

### 3.5.1 Validity of the Instrument

Validity is the degree to which an instrument measures what it is supposedto measure; the accuracy, soundness and effectiveness with which an instrumentmeasures what it is intended to measure (Kothari, 2004) or the degree to whichresults obtained from the analysis of the data actually represent the phenomenaunder study (Mugenda&Mugenda, 2008).

For the purpose of this study and to ensure the validity of the instrument, the initial draft of the research instrument was given to the researcher's supervisors and other experts in the Department of Educational Foundations and Curriculum for content validity, before the final copy was produced.

### 3.5.2 PilotStudy

The researcher conducted a pilot study with a small representative sample which did not take part in the actual study. The instrument was pilot tested in two(2) primary schools, inBorgu and Rijau Education Zones in Niger State. The schools selected in the wards were assumed to have similar characteristics with the rest of the schools studied. Test- retest technique was used for the pilot study and twenty (20) questionnaires were used at interval of one week.

### 3.5.3 Reliability of the Instrument

Kombo and Tromp (2006) define reliability as a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a period of time. To ensure the reliability of the instrument, a trial test of the questionnaire was done by administering it to test the reliability of the instrument; test- retest technique was used during pilot test. This involved the administration of the same instrument twice to the same group of respondents. The retest was done after a lapse of one week. The scores from both test was correlated to determine the

reliability Using Pearson´s Product Moment correlation coefficient. A reliability coefficient of 0.79 at 0.05 level of significant was obtained. The instrument was therefore declared reliable.

### 3.6 Procedures for Data Collection

The researcher used on the spot questionnaire administration technique. This was easier and the response from the respondents was relatively high. Nworgu, (1991) confirmed that the percentage returns of such technique can sometimes be as high as one hundred percent. The researcher administered the questionnaires to the respondents.

### 3.7 Methods of data Analysis

Data analysis is “the process of systematically searching and arranging data to enable you to come up with findings” Bogdan&Biklen,( 2003, p. 147) In analyzing the data, the researcher used descriptive statistic to analyze the bio-data of the respondents and decision mean 3.0 to answer the research questions .

# CHAPTER FOUR

# RESULTS, ANALYSIS AND DISCUSSION

## 4.1 Introduction

The researcher presents the analysis and discussion of results in this chapter. The analysis of data focused mainly on the respondent's opinions on analysis of School- Based Instructional Supervision in primary schools in Borgu,Agwara,Magama and Rijau Local Government Areain Niger State, Nigeria. The Data analyzed was based on the personal data of the respondents, the research questions. A total number of two hundred and forty six (246) copies of questionnaire were distributed and successfully completed and retuned. Table of frequency and percentage was used to analyze personal data of the respondents. Weighted mean of 3.0 was used to answer the research questions which serve as bench mark for agree and a score of less than 3.0 was set for disagree.

## 4.2Analysis of Personal Data of the Respondents

**Table 4.1 presents the distribution of personal data of respondents in frequency and Percentages**

| S/N | Bio-Data | Category | Frequency | Percentage % | Cumulative Percentage |
|---|---|---|---|---|---|
| **1** | Status | Head teacher | 80 | 32.5 | 32.5 |
| | | Teachers | 114 | 46.3 | 78.8 |
| | | Supervisor | 12 | 4.9 | 83.7 |
| | | PTA officials | 40 | 16.2 | 100 |

| | | | | | |
|---|---|---|---|---|---|
| **2** | Gender | Male | 148 | 60.2 | 60.2 |
| | | Female | 98 | 39.8 | 100 |
| **3** | Qualification | M.Ed | 24 | 9.8 | 9.8 |
| | | B.Ed | 64 | 26.0 | 35.8 |
| | | NCE | 148 | 60.2 | 96.0 |
| | | HND | 10 | 4.1 | 100 |

Table 4.1 shows that 80head teachers, 114 teachers, 12 supervisor and 40 PTA officials representing 32.5%, 46.3%, 4.9%, 16.2% respectively that took part in the study. A total of 148 respondents representing 62% were male, while 98 respondents representing 39.8 % were females. On qualification, 24 had M.ED, 64 had B.ED, 148 had NCE and 10 had HND with respective percentages as 9.8 %, 26.0 %, 60.2 % and 4.1 %.

### 4.3 Answers to Research Questions

The researcher used 3.0 as the mean (weighted mean) otherwise known as decision mean since the instrument was structured along a modified five point Likert scale to take decision on whether to accept or reject the research questions. Therefore, a mean score of 3.0 and above indicate positive responses to the research question; while a mean score below 3.0 indicate negative answer to the research question implying rejection. This is shown below.SA = 5 points, A= 4 points,UD= 3 points, D= 2 points,SD= 1 point

$$\frac{5+4+3+2+1}{5} = \frac{15}{5} = 3.0$$

### 4.3.1: Research Question One: How do Head teachers' carry out instructional supervision on checking of teachers' records of work in primary schools in Borgu,Agwara,Magama and RijauL.G.A in Niger State?

**Table4.2: Mean score of respondents oninstructional supervision carry out on checking of teachers 'record of work by head teacher in primary schools in Borgu, Agwara, Magama andRijau L.G.A in Niger State**

| S/N | Item statement | Respondent | SA | A | UD | D | SD | N | MEAN |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Checking of pupils' class work improves their academic performance | Headteacher | 16 | 60 | - | - | 4 | 80 | 4.5 |
| | | Teachers | 95 | 7 | 2 | 5 | 5 | 114 | 4.6 |
| | | Supervisors | 2 | 8 | - | 2 | - | 12 | 3.8 |
| | | PTA | 16 | 24 | - | 10 | - | 40 | 4.9 |
| 2 | Checking of teachers' record of assignment promote pupils' academic performance | Headteacher | 36 | 30 | - | 12 | 2 | 80 | 4.1 |
| | | Teachers | 105 | 5 | - | 4 | - | 114 | 4.9 |
| | | Supervisors | 5 | 4 | - | 3 | - | 12 | 3.9 |
| | | PTA | 3 | 34 | - | 2 | 1 | 40 | 3.9 |
| 3 | Regular check of home work given to pupils influence their academic performance | Headteacher | 45 | 10 | 10 | 15 | - | 80 | 4.1 |
| | | Teachers | 100 | - | - | 10 | 4 | 114 | 4.6 |
| | | Supervisors | 4 | 5 | - | 1 | 2 | 12 | 3.7 |
| | | PTA | 4 | 25 | - | 4 | 7 | 40 | 3.4 |
| 4 | School heads' check on pupils' attendance register influence their academic performance | Headteacher | 33 | 17 | 3 | 15 | 12 | 80 | 3.6 |
| | | Teachers | 59 | 18 | 5 | 28 | 4 | 114 | 3.9 |
| | | Supervisors | 7 | 3 | - | 2 | - | 12 | 4.3 |
| | | PTA | 10 | 15 | 3 | 12 | - | 40 | 3.6 |
| 5 | Checking of record by head teacher promotes pupils' academic performance | Headteacher | 37 | 26 | 2 | 1 | 10 | 80 | 3.8 |
| | | Teachers | 90 | 10 | - | 14 | - | 114 | 4.5 |
| | | Supervisors | 1 | 10 | - | 1 | - | 12 | 3.9 |
| | | PTA | 30 | 5 | - | 5 | - | 40 | 4.5 |
| 6 | Checking of pupils' exam records by head teacherencourage pupils' academic performance | Headteacher | 28 | 30 | - | 13 | 9 | 80 | 3.7 |
| | | Teachers | 78 | 20 | 2 | 6 | 8 | 114 | 4.4 |
| | | Supervisors | 5 | 6 | - | 3 | - | 12 | 4.6 |
| | | PTA | 15 | 25 | - | - | - | 40 | 4.4 |
| 7 | Regular check on pupils' practical work influence their academic performance | Headteacher | 14 | 27 | 1 | 22 | 16 | 80 | 3.0 |
| | | Teachers | 78 | | 7 | 35 | 37 | 114 | 4.5 |
| | | Supervisors | 2 | 8 | - | 2 | - | 12 | 3.5 |
| | | PTA | 13 | 24 | - | 2 | 1 | 40 | 4.2 |
| 8 | Pupils' academic performance is encourage when teachers' lesson note is regularly checked | Headteacher | 28 | 36 | 1 | 15 | - | 80 | 3.9 |
| | | Teachers | 81 | 1 | 1 | 9 | 22 | 114 | 3.9 |
| | | Supervisors | 5 | 6 | - | 2 | 1 | 12 | 4.5 |
| | | PTA | 3 | 37 | - | - | - | 40 | 4.1 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 9 | Checking of Teachers' scheme of work promotes pupils' academic performance | Headteacher | 10 | 66 | - | 4 | - | 80 | 4.0 |
| | | Teachers | 102 | 8 | - | 4 | - | 114 | 4.8 |
| | | Supervisors | 10 | - | - | 2 | - | 12 | 4.5 |
| | | PTA | 5 | 30 | - | 3 | 2 | 40 | 3.8 |
| 10 | Checking of all the teachers' record of work influence pupils' academic performance. | Headteacher | 22 | 48 | 4 | 2 | 2 | 80 | 4.0 |
| | | Teachers | 53 | 42 | 1 | 7 | 11 | 114 | 4.0 |
| | | Supervisors | 5 | 3 | - | 2 | 2 | 12 | 3.6 |
| | | PTA | 17 | 12 | - | 1 | 10 | 40 | 3.6 |

Table 4.2 shows the responses of respondents on instructional supervision carry out on checking of teachers' records of work by the head teacher in primary schools in Borgu, Agwara, Magama , and Rijau L.G.A. in Niger State Nigeria. Items 1 showed that head teachers had mean score of 4.5, teachers 4.6, supervisors 3.8 an PTA 4.9 which is above the decision mean, the item statement was therefore accepted by the respondent. Item 2 revealed the mean score of 4.1, 4.9, 3.9 and 3.9 for head teachers, teachers, supervisors and PTA officials respectively, which implies acceptance. Item 3 had 4.1, 4.6,3.7 and 3.4, as the mean score for head teachers, teachers supervisors and PTA officials accordingly implying acceptance. Item 4 was accepted by the respondents with the mean score 3.6, 3.9,4.3 and 3.6, respectively. Item 5 was further accepted by the respondents with the mean score of 3.8 for head teachers,4.5 for teachers,3.9supervisor, and 4.9 for PTA. Item 6 had the mean score 3.7, 3.9, 3.8 and 4.9 for head teachers, teachers, supervisors and PTA accordingly. Item 7 was also accepted by all the respondents with the mean score of 3.0, 4.5, 3.5 and 4.2. Item 8 revealed that head teachers had 4.3, teachers had 4.1supervi sor had 3.8 and PTA had 4.9 as their mean score. Item 9 had mean score of 4.0, 4.8, 4.5 and 3.8 for head teachers, teachers, supervisors and PTA. Item 10 head teachers had 4.0, teachers had 4.0, supervisors had 3.6 and PTA had 3.6.

By this analysis, it was established that head teacher checking of teachers' record of work in primary schools has influence on pupils' academic performance in Borgu,Agwara,Magama and Rijau L.G.A.

### 4.3.2 Research Question Two:In what ways doHead teachers' under take instructional supervision on classroom visit in primary schools in Borgu,Agwara,Magama and Rijau L.G.A. in Niger State?

**Table4.3: Mean score of respondents on instructional supervision of Head teachers' classroom visit in primary schools in Borgu,Agwara,Magama and Rijau L.G A. in Niger State**

| S/N | Item statement | Respondent | SA | A | UD | D | SD | N | MEAN |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Head teachers' classroom visitation promotes pupils' academic performance | Headteacher | 10 | 60 | - | 6 | 4 | 80 | 3.8 |
| | | Teachers | 85 | 7 | 2 | 15 | 5 | 114 | 4.3 |
| | | Supervisors | 4 | 8 | - | - | - | 12 | 4.3 |
| | | PTA | 10 | 20 | - | 10 | 10 | 40 | 4.0 |
| 2 | Pupils' commitment to study is encourage by Head teachers' classroom visitation | Headteacher | 40 | 26 | - | 12 | 2 | 80 | 4.8 |
| | | Teachers | 85 | 35 | - | 4 | - | 114 | 5.0 |
| | | Supervisors | 5 | 7 | - | - | - | 12 | 3.8 |
| | | PTA | 13 | 24 | - | 3 | - | 40 | 4.1 |
| 3 | Head teachers' classroom visitation increases pupils punctuality to class | Headteacher | 45 | 15 | 5 | 15 | - | 80 | 4.1 |
| | | Teachers | 70 | 30 | - | 10 | 4 | 114 | 4.3 |
| | | Supervisors | 5 | 5 | - | - | 2 | 12 | 3.9 |
| | | PTA | 11 | 25 | - | 4 | - | 40 | 4.1 |
| 4 | Classroom visitation improves teachers' classroom behavior | Headteacher | 33 | 17 | 3 | 15 | 12 | 80 | 3.6 |
| | | Teachers | 50 | 27 | 5 | 20 | 12 | 114 | 3.7 |
| | | Supervisors | 7 | 3 | - | 2 | - | 12 | 4.2 |
| | | PTA | 10 | 15 | 3 | 12 | - | 40 | 3.6 |
| 5 | Monitoring of standard by school head influence pupils' academic performance | Headteacher | 37 | 26 | 2 | 1 | 10 | 80 | 3.9 |
| | | Teachers | 90 | 24 | - | - | - | 114 | 4.2 |
| | | Supervisors | 1 | 10 | - | 1 | - | 12 | 3.9 |
| | | PTA | 25 | 5 | - | 5 | 5 | 40 | 4.0 |
| 6 | Teaching and learning are improved through school head's classroom visitation | Headteacher | 32 | 35 | - | 13 | - | 80 | 4.1 |
| | | Teachers | 68 | 22 | - | 16 | 8 | 114 | 4.1 |
| | | Supervisors | 5 | 6 | - | 3 | - | 12 | 4.6 |
| | | PTA | 15 | 25 | - | - | - | 40 | 4.2 |
| 7 | Identifying teaching difficulties influence pupils' academic performance | Headteacher | 36 | 27 | 1 | 8 | 8 | 80 | 3.9 |
| | | Teachers | 78 | 15 | 7 | 20 | 37 | 114 | 4.8 |
| | | Supervisors | 2 | 6 | - | 2 | - | 12 | 3.2 |
| | | PTA | 3 | 4 | - | 2 | 1 | 40 | 4.2 |
| 8 | Head teachers' visiting teachers' during classes improves pupils' academic performance | Headteacher | 20 | 36 | 1 | 15 | 8 | 80 | 3.4 |
| | | Teachers | 81 | 11 | - | 10 | 12 | 114 | 4.2 |
| | | Supervisors | 6 | 8 | - | - | - | 12 | 4.3 |
| | | PTA | 10 | 30 | - | - | - | 40 | 4.3 |
| 9 | Head teachers' discussion of lesson notes | Headteacher | 10 | 56 | - | 4 | 10 | 80 | 3.7 |
| | | Teachers | 82 | 28 | - | 4 | - | 114 | 4.6 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | and lesson plan with teachers influence pupils' academic performance | Supervisors | 10 | 2 | - | - | - | 12 | 4.8 |
| | | PTA | 5 | - | - | 3 | 2 | 40 | 3.2 |
| 10 | Monitoring of lesson delivery by head teacher influences pupils' academic performance | Headteacher | 26 | 40 | - | 10 | 2 | 80 | 3.9 |
| | | Teachers | 50 | 45 | 1 | 7 | 11 | 114 | 4.0 |
| | | Supervisors | 5 | 3 | - | 2 | 2 | 12 | 3.6 |
| | | PTA | 17 | 10 | - | 3 | 10 | 40 | 3.6 |

Table 4.3 revealed the responses of respondents on instructional supervisionunder take by head teachers' on classroom visit in primary schools inBorgu,Agwara,Magama and Rijau L.G.A in Niger state. Items 1 showed that head teachers had mean score of 3.8, teachers 4.3, supervisors4.3 and PTA 4.0 which is above the decision mean, the item statement was therefore accepted by the respondent. Item 2 revealed the mean score of 4.3, 5.0, 3.8 and 4.1 for head teachers, teachers , supervisors and PTA officials respectively, which implies acceptance. Item 3 had 4.1, 4.3, 3.9 and 4.1, as the mean score for head teachers, teachers supervisors and PTA officials accordingly implying acceptance. Item 4 was accepted by the respondents with the mean score 3.6, 3.7, 4.2 and 3.6, respectively. Item 5 was further accepted by the respondents with the mean score of 3.9 for head teachers,4.7 for teachers,3.9 supervisor, and 4.0 for PTA. Item 6 had the mean score 4.1, 4.1, 4.6 and 4.2 for head teachers, teachers, supervisors and PTA accordingly. Item 7 was also accepted by all the respondents with the mean score of 3.9, 4.8, 3.2 and 4.2. Item 8 revealed that head teachers had 3.4, teachers had 4.2 supervisorshad 4.3 and PTA had 4.3 as their mean score. Item 9 had mean score of 3.7, 4.6, 4.8 and 3.2 for head teachers, teachers, supervisors and PTA. Item 10 head teachers had 3.9, teachers had 4.0, supervisors had 3.6 and PTA had 3.6.

By this analysis, it was revealed that head teachers' instructional supervision on classroom visit in primary schools has great influence on pupils' academic performance.

### 4.3.3 Research Question Three: How do Head teacher carry out instruction supervision on Checking of Pupils Exercise Book in primary schools in Borgu, Agwara, Magamaand Rij au L.G.A in Niger State

**Table4.4: Mean score of respondents onHead teachers' instructional supervision carry out on Checking of Pupils Exercise Book in primary schools in Borgu,Agwara, Magama and Rijau L.G.A. in Niger State**

| S/N | Item statement | Respondent | SA | A | UD | D | SD | N | MEAN |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Checking of pupils' exercise books adequately promotes pupils' academic performance | Headteacher | 37 | 26 | 2 | 1 | 10 | 80 | 3.8 |
| | | Teachers | 90 | 24 | - | - | - | 114 | 4.9 |
| | | Supervisors | 1 | 10 | - | 1 | - | 12 | 3.9 |
| | | PTA | 25 | 5 | - | 5 | 5 | 40 | 4.0 |
| 2 | Checking of teachers' remarks on pupil s' note book influences pupils' academic performance | Headteacher | 10 | 60 | - | 6 | 4 | 80 | 3.8 |
| | | Teachers | 85 | 7 | 2 | 15 | 5 | 114 | 4.3 |
| | | Supervisors | 4 | 8 | - | - | - | 12 | 4.3 |
| | | PTA | 10 | 20 | - | 10 | 10 | 40 | 4.0 |
| 3 | Monitoring assignment given to pupils improves their academic performance | Headteacher | 36 | 27 | 1 | 8 | 8 | 80 | 3.9 |
| | | Teachers | 78 | 15 | 7 | 20 | 37 | 114 | 4.8 |
| | | Supervisors | 2 | 6 | - | 2 | - | 12 | 3.2 |
| | | PTA | 3 | 4 | - | 2 | 1 | 40 | 4.4 |
| 4 | Checking how home work is given to Pupils by teachers influences pupils' academic performance | Headteacher | 26 | 40 | - | 10 | 2 | 80 | 3.9 |
| | | Teachers | 50 | 45 | 1 | 7 | 11 | 114 | 4.0 |
| | | Supervisors | 5 | 3 | - | 2 | 2 | 12 | 3.3 |
| | | PTA | 17 | 10 | - | 3 | 10 | 40 | 3.5 |
| 5 | Finding out whether assignments given to pupils are marked influences pupils' academic performance | Headteacher | 22 | 48 | 4 | 2 | 2 | 80 | 4.0 |
| | | Teachers | 53 | 42 | 1 | 7 | 11 | 114 | 4.2 |
| | | Supervisors | 5 | 3 | - | 2 | 2 | 12 | 3.6 |
| | | PTA | 17 | 12 | - | 1 | 10 | 40 | 3.6 |
| 6 | Ensuring home works are marked by teachers boost pupils' academic performance | Headteacher | 28 | 30 | - | 13 | 9 | 80 | 3.7 |
| | | Teachers | 78 | 20 | 2 | 6 | 8 | 114 | 4.4 |
| | | Supervisors | 5 | 6 | - | 3 | - | 12 | 4.6 |
| | | PTA | 15 | 25 | - | - | - | 40 | 4.4 |
| 7 | Checking whether lessons are in line with the scheme of work influences pupils' academic performance | Headteacher | 20 | 36 | 1 | 15 | 8 | 80 | 3.6 |
| | | Teachers | 81 | 11 | - | 10 | 12 | 114 | 4.2 |
| | | Supervisors | 6 | 8 | - | - | - | 12 | 5.2 |
| | | PTA | 10 | 30 | - | - | - | 40 | 4.3 |
| 8 | checking whether pupils have writing materials by head teachers improves pupils' academic performance | Headteacher | 45 | 10 | 10 | 15 | - | 80 | 4.1 |
| | | Teachers | 100 | - | - | 10 | 4 | 114 | 2.9 |
| | | Supervisors | 4 | 5 | - | 1 | 2 | 12 | 3.8 |
| | | PTA | 4 | 25 | - | 4 | 7 | 40 | 3.4 |
| 9 | Checking how well pupils arecoping their note books by head teacher | Headteacher | 36 | 27 | 1 | 8 | 8 | 80 | 3.9 |
| | | Teachers | 78 | 15 | 7 | 20 | 37 | 114 | 4.8 |
| | | Supervisors | 2 | 6 | - | 2 | - | 12 | 3.2 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | influences pupils academic performance | PTA | 3 | 4 | - | 2 | 1 | 40 | 4.4 |
| 10 | Checking how regular home works are gi ven to pupils boost their academic performance | Headteacher | 10 | 56 | - | 4 | 10 | 80 | 3.7 |
| | | Teachers | 82 | 28 | - | 4 | - | 114 | 4.6 |
| | | Supervisors | 10 | 2 | - | - | - | 12 | 4.8 |
| | | PTA | 10 | 25 | - | 3 | 2 | 40 | 3.9 |

**Table 4.4** revealed the responses of respondents on instructional supervision carry out on checking of pupils' exercise books by head teacher in primary schools in BorguAgwara,Magama and RijauL.G.A in Niger State. Items 1 showed that head teachers had mean score of 3.8, teachers 4.9, supervisors 3.9 an PTA 4.0 which is above the decision mean, the item statement was therefore accepted by the respondent. Item 2 revealed the mean score of 3.8, 4.3, 4.3 and 4.0 for head teachers, teachers, supervisors and PTA officials respectively, which implies acceptance. Item 3 had 3.9, 4.8, 3.2 and 4.4, as the mean score for head teachers, teacher's supervisors and PTA officials accordingly implying acceptance. Item 4 was accepted by the respondents with the mean score 3.9, 4.0, 3.3 and 3.5, respectively. Item 5 was further accepted by the respondents with the mean score of 4.0 for head teachers,4.2 for teachers,3.6 supervisors, and 3.6 for PTA. Item 6 had the mean score 3.7, 4.4, 4.6 and 4.2 for head teachers, teachers, supervisors and PTA accordingly. Item 7 was also accepted by all the respondents with the mean score of 3.6, 4.2, 5.2 and 4.3. Item 8 revealed that head teachers had 4.1, teachers had 2.9 supervisors had 3.8 and PTA had 3.4 as their mean score. Item 9 had mean score of 3.9, 4.8, 3.2 and 4.4 for head teachers, teachers, supervisors and PTA. Item 10 head teachers had 3.7, teachers had 4.6, supervisors had 4.8 and PTA had 3.9.

By this analysis, it was established that head teacher instructional supervision on checking of pupils' exercise book in primary schools influence their academic performance in Borgu,Agwara ,Magama and Rijau L.G.A in Niger state.

**4.3.4: Research Question Four: In what ways do Head teacher instructional supervision involves checking of teachers lesson plan /note in primary school in Borgu,Agwara,Magama and Rijau LGA in Niger State?**

**Table4.5: Mean score of respondents on instructional supervision of Head teachers'checking teachers Lesson Plan Note in primary schools in Borgu,Agwara, Magama and Rijau LGA in Niger State**

| S/N | Item statement | Respondent | SA | A | UD | D | SD | N | MEAN |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Checking whether teachers plan their lessons regularly promotes pupils' academic performance | Headteacher | 40 | 26 | - | 12 | 2 | 80 | 4.1 |
| | | Teachers | 85 | 35 | - | 4 | - | 114 | 5.0 |
| | | Supervisors | 5 | 7 | - | - | - | 12 | 4.4 |
| | | PTA | 13 | 24 | - | 3 | - | 40 | 4.3 |
| 2 | Head teachers' checking whether lesson plans are well structured improves pupils' academic performance | Headteacher | 45 | 15 | 5 | 15 | - | 80 | 4.1 |
| | | Teachers | 60 | 30 | - | 20 | 4 | 114 | 4.1 |
| | | Supervisors | 5 | 5 | - | - | 2 | 12 | 3.9 |
| | | PTA | 11 | 25 | - | 4 | - | 40 | 4.1 |
| 3 | Ensuring lessons planned by teachers are up-to-date influences pupils' academic performance | Headteacher | 33 | 17 | 3 | 15 | 12 | 80 | 3.4 |
| | | Teachers | 50 | 27 | 5 | 20 | 12 | 114 | 3.7 |
| | | Supervisors | 7 | 3 | - | 2 | - | 12 | 4.3 |
| | | PTA | 10 | 15 | 3 | 12 | - | 40 | 3.6 |
| 4 | Finding out whether behavioural objectives are properly stated influences pupils' academic performance | Headteacher | 36 | 27 | 1 | 8 | 8 | 80 | 3.9 |
| | | Teachers | 78 | 15 | 7 | 20 | 37 | 114 | 4.8 |
| | | Supervisors | 2 | 6 | - | 2 | - | 12 | 3.2 |
| | | PTA | - | - | - | 28 | 12 | 40 | 1.7 |
| 5 | Head teachers' checking whether the behavioural objectives are realistic influences pupils' academic performance | Headteacher | 45 | 10 | 10 | 15 | - | 80 | 4.0 |
| | | Teachers | 100 | - | - | 10 | 4 | 114 | 4.5 |
| | | Supervisors | 4 | 5 | - | 1 | 2 | 12 | 3.7 |
| | | PTA | - | - | - | 25 | 11 | 40 | 1.9 |
| 6 | Assessing whether affective domain is reflected in the behavioural objectives boost pupils' academic performance | Headteacher | 10 | 26 | - | 34 | 10 | 80 | 2.9 |
| | | Teachers | 22 | 28 | - | 64 | - | 114 | 3.0 |
| | | Supervisors | 10 | 2 | - | - | 2 | 12 | 5. |
| | | PTA | 5 | - | - | 32 | 3 | 40 | 2.3 |
| 7 | Ensuring that cognitive domain is reflected in the behavioural objectives influences pupils' academic performance | Headteacher | 26 | 40 | - | 10 | 2 | 80 | 3.9 |
| | | Teachers | 50 | 45 | 1 | 7 | 11 | 114 | 4.0 |
| | | Supervisors | 5 | 3 | - | 2 | 2 | 12 | 3.6 |
| | | PTA | - | - | - | 30 | 10 | 40 | 1.8 |
| 8 | Assessing whether psychomotor domain is reflected in the behavioural objectives influences pupils' academic performance | Headteacher | 32 | 35 | - | 13 | - | 80 | 4.1 |
| | | Teachers | 68 | 22 | - | 16 | 8 | 114 | 4.1 |
| | | Supervisors | 5 | 6 | - | 3 | - | 12 | 4.5 |
| | | PTA | 15 | 25 | - | - | - | 40 | 4.3 |
| 9 | Checking whether evaluation is in line with the stated objectives influences | Headteacher | 22 | 48 | 4 | 2 | 2 | 80 | 4.0 |
| | | Teachers | 53 | 42 | 1 | 7 | 11 | 114 | 4.0 |
| | | Supervisors | 5 | 3 | - | 2 | 2 | 12 | 3.5 |
| | | PTA | 17 | 12 | - | 1 | 10 | 40 | 3.6 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | pupils' academic performance | | | | | | | | |
| 10 | Finding out whether the lesson delivered is according to the lesson plan promotes pupils' academic performance | Headteacher | 28 | 30 | - | 13 | 9 | 80 | 3.7 |
| | | Teachers | 78 | 20 | 2 | 6 | 8 | 114 | 4.4 |
| | | Supervisors | 5 | 6 | - | 3 | - | 12 | 4.6 |
| | | PTA | 15 | 25 | - | - | - | 40 | 4.4 |

**Table 4.5** revealed the responses of respondents on head teachers' checking teachers' lesson plans in primary schools in Borgu, Agwara, Magama and Rijau LGA. From the table, it was revealed that in Items 1 the head teachers had mean score of 4.1, teachers 5.0, supervisors4.4 an PTA 4.3 which is above the decision mean, the item statement was therefore accepted by the respondent. Item 2 revealed the mean score of 4.1, 4.1, 3.9 and 4.1 for head teachers, teachers, supervisors and PTA officials respectively, which implies acceptance. Item 3 had 3.4, 3.7, 4.3 and 3.6, as the mean score for head teachers, teachers supervisors and PTA officials accordingly implying acceptance. Item 4 was accepted by three and rejected by one the respondents mean score are 3.9, 4.8, 3.2 and1.7, respectively. Item 5 was accepted by two respondents and rejected by two others with the mean score of 4.0 for head teachers,1.8 for teachers,3.7 supervisors, and 1.9 for PTA. Item 6 had the mean score 2.9, 3.0, 1.3 and 2.3 for head teachers, teachers, supervisors and PTA accordingly which implies rejection. Item 7 was also accepted by all the respondents with the mean score of 3.9, 4.0, 3.6 and 1.8. Item 8 revealed that head teachers had 4.1, teachers had 4.1 supervisors had 1.4 and PTA had 1.4 as their mean score. Item 9 had mean score of 4.0, 4.0, 3.2 and 4.4 for head teachers, teachers, supervisors and PTA. Item 10 head teachers had 3.7, teachers had 4.4, supervisors had 4.6 and PTA had 4.4

By this analysis, it was revealed that head teachers' instructional supervision on checking of teachers' lesson plan /note helped to identify areas of teaching difficulties by the teachers.

### 4.3.5 Research Question Five: How do head teachers' carry out instructional supervision on assessment of Scheme of work in Primary schools in Borgu,Agwara,Magama and Rijau L.G.A in Niger State?

**Table 4.6:Mean score of respondents on instructional supervision carryout byHead teachers' on Assessment of Scheme of work in primary schools in Borgu,Agwara, Magama and Rijau LGAin Niger state**

| S/N | Item statement | Respondent | SA | A | UD | D | SD | N | MEAN |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Assessing scheme of work by head teachers to know if it covers the syllabus promote pupils' academic performance | Headteacher | 32 | 35 | - | 13 | - | 80 | 4.4 |
| | | Teachers | 68 | 22 | - | 16 | 8 | 114 | 4.1 |
| | | Supervisors | 5 | 6 | - | 3 | - | 12 | 4.6 |
| | | PTA | 15 | 25 | - | - | - | 40 | 4.2 |
| 2 | Checking the topics in the scheme of work to know if they are properly entered in the record influences pupils' academic performance | Headteacher | 36 | 27 | 1 | 8 | 8 | 80 | 3.9 |
| | | Teachers | 78 | 15 | 7 | 20 | 37 | 114 | 4.8 |
| | | Supervisors | 2 | 6 | - | 2 | - | 12 | 3.2 |
| | | PTA | 3 | 4 | - | 2 | 1 | 40 | 4.4 |
| 3 | Checking if the topics taught are in sequence influences pupils' academic performance | Headteacher | 20 | 36 | 1 | 15 | 8 | 80 | 3.4 |
| | | Teachers | 81 | 11 | - | 10 | 12 | 114 | 4.2 |
| | | Supervisors | 6 | 8 | - | - | - | 12 | 4.3 |
| | | PTA | 10 | 30 | - | - | - | 40 | 4.3 |
| 4 | Assessing the scheme of work by head teacher s to know if topics are properly broken down influence pupils academic performance | Headteacher | 10 | 56 | - | 4 | 10 | 80 | 3.7 |
| | | Teachers | 82 | 28 | - | 4 | - | 114 | 4.6 |
| | | Supervisors | 10 | 2 | - | - | - | 12 | 4.8 |
| | | PTA | 5 | - | - | 3 | 2 | 40 | 3.2 |
| 5 | Ensuring that scheme of works are properly ke pt and maintained influences pupils' academic performance | Headteacher | 26 | 40 | - | 10 | 2 | 80 | 3.9 |
| | | Teachers | 50 | 5 | 1 | 47 | 11 | 114 | 4.0 |
| | | Supervisors | 5 | 3 | - | 2 | 2 | 12 | 3.6 |
| | | PTA | 17 | 10 | - | 3 | 10 | 40 | 3.5 |
| 6 | Ensuring that teaching standard is in line with the scheme of work by head teacher influences pupils' academic performance | Headteacher | 36 | 27 | 1 | 8 | 8 | 80 | 3.9 |
| | | Teachers | 78 | 15 | 7 | 20 | 37 | 114 | 4.8 |
| | | Supervisors | 2 | 6 | - | 2 | - | 12 | 3.2 |
| | | PTA | 3 | 4 | - | 2 | 1 | 40 | 4.4 |
| 7 | Assessing the scheme of work by head teacher to know if it contains all the necessary information influences pupils' academic performance | Headteacher | 10 | 56 | - | 4 | 10 | 80 | 3.7 |
| | | Teachers | 82 | 28 | - | 4 | - | 114 | 4.6 |
| | | Supervisors | 10 | 2 | - | - | - | 12 | 4.8 |
| | | PTA | 5 | - | - | 3 | 2 | 40 | 3.2 |
| 8 | Head teacher's monitoring the implementation of scheme of works by teach ers influences pupils' academic performance | Headteacher | 26 | 40 | - | 10 | 2 | 80 | 3.4 |
| | | Teachers | 50 | 45 | 1 | 7 | 11 | 114 | 4.0 |
| | | Supervisors | 5 | 3 | - | 2 | 2 | 12 | 3.6 |
| | | PTA | 17 | 10 | - | 3 | 10 | 40 | 3.5 |
| 9 | Assessing the level of usage of scheme of work by teachers influences pupils academic | Headteacher | 32 | 35 | - | 13 | - | 80 | 4.4 |
| | | Teachers | 68 | 22 | - | 16 | 8 | 114 | 4.1 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | performance | Supervisors | 5 | 6 | - | 3 | - | 12 | 4.6 |
| | | PTA | 15 | 25 | - | - | - | 40 | 4.2 |
| 10 | Ensuring that the scheme of work used by the | Headteacher | 22 | 48 | 4 | 2 | 2 | 80 | 4.0 |
| | teachers is up-to-date influences pupils' | Teachers | 53 | 42 | 1 | 7 | 11 | 114 | 4.0 |
| | academic performance | Supervisors | 5 | 3 | - | 2 | 2 | 12 | 3.6 |
| | | PTA | 17 | 12 | - | 1 | 10 | 40 | 3.6 |

Table 4.6 Showed that responses of respondents on instructional supervision of head teachers' assessing scheme of work in primary schools in Borgu, Agwara, Magama and Rijau LGA .

From the table, it was revealed that in Items 1 the head teachers had mean score of 4.4, teachers 4.1, supervisors4.6 and PTA 4.2 which is above the decision mean, the item statement was therefore accepted by the respondent. Item 2 revealed the mean score of 3.9, 4.8, 3.2 and 4.4 for head teachers, teachers, supervisors and PTA officials respectively, which implies acceptance. Item 3 had 3.4, 4.2, 4.3 and 4.3, as the mean score for head teachers, teachers, supervisors and PTA officials accordingly implying acceptance. Item 4 was accepted by the respondents with the mean score 3.7, 4.6, 4.8 and3.2, respectively. Item 5 was further accepted by the respondents with the mean score of 3.9 for head teachers,4.0 for teachers,3.6 supervisors, and 3.5 for PTA. Item 6 had the mean score 3.9, 4.8, 3.2 and 4.4 for head teachers, teachers, supervisors and PTA accordingly. Item 7 was also accepted by all the respondents with the mean score of 3.7, 4.6, 4.8 and 3.2. Item 8 revealed that head teachers had 3.4, teachers had 4.0 supervisors had 3.6 and PTA had 3.5 as their mean score. Item 9 had mean score of 4.4, 4.1, 4.6 and 4.2 for head teachers, teachers, supervisors and PTA. Item 10 head teachers had 4.0, teachers had 4.0, supervisors had 3.6 and PTA had 3.6

By this analysis, it was established that head teachers regular instructional supervision on assessment of scheme of work in primary schools has helped teachers to teach meticulously according to the scheme of work

### 4.3.6 Research Question six: In what ways do Head teachers' instructional supervision involves Assessment of Relevant Teaching Facilities in primary schools in Borgu, Agwara, Magama and Rijau LGA in Niger state?

**Table 4.7 Mean score of respondents onHead teachers' instructional supervision on Assessment of relevant Teaching Facilities in primary schools in Borgu, Agwara, Magama andRijau LGAin Niger State**

| S/N | Item statement | Respondent | SA | A | UD | D | SD | N | MEAN |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Head teacher's regular assessment on the use of chalk board influences pupils' academic performance | Headteacher | 37 | 26 | 2 | 1 | 10 | 80 | 3.8 |
| | | Teachers | 90 | 24 | - | - | - | 114 | 4.5 |
| | | Supervisors | 1 | 10 | - | 1 | - | 12 | 3.9 |
| | | PTA | 25 | 5 | - | 5 | 5 | 40 | 4.5 |
| 2 | Ensuring that appropriate text books are used by the teachers and pupils influences their academic performance | Headteacher | 32 | 35 | - | 13 | - | 80 | 4.1 |
| | | Teachers | 68 | 22 | - | 16 | 8 | 114 | 4.1 |
| | | Supervisors | 5 | 6 | - | 3 | - | 12 | 4.8 |
| | | PTA | 15 | 25 | - | - | - | 40 | 3.4 |
| 3 | Ensuring the provision and use of computer for teaching and learning influences pupils' academic performance | Headteacher | 36 | 30 | - | 12 | 2 | 80 | 4.1 |
| | | Teachers | 105 | 5 | - | 4 | - | 114 | 4.9 |
| | | Supervisors | 5 | 4 | - | 3 | - | 12 | 3.9 |
| | | PTA | 3 | 34 | - | 2 | 1 | 40 | 3.9 |
| 4 | Finding out the availability use of charts in the classroom influences pupils' academic performance | Headteacher | 45 | 10 | 10 | 15 | - | 80 | 4.0 |
| | | Teachers | 100 | - | - | 10 | 4 | 114 | 4.6 |
| | | Supervisors | 4 | 5 | - | 1 | 2 | 12 | 3.7 |
| | | PTA | 4 | 25 | - | 4 | 7 | 40 | 3.4 |
| 5 | Assessing the adequacy of chairs and desks by Head teacher influences pupils' academic performance | Headteacher | 45 | 10 | 10 | 5 | 10 | 80 | 4.0 |
| | | Teachers | 100 | - | - | 10 | 4 | 114 | 1.8 |
| | | Supervisors | 9 | 2 | - | 1 | - | 12 | 3.9 |
| | | PTA | 4 | 25 | - | 4 | 7 | 40 | 1.9 |
| 6 | Finding out whether television is used in teaching by head teacher influences pupils' academic performance | Headteacher | 36 | 27 | 1 | 8 | 8 | 80 | 3.9 |
| | | Teachers | 48 | 15 | 7 | 50 | 37 | 114 | 3.2 |
| | | Supervisors | 2 | 6 | - | 2 | - | 12 | 3.2 |
| | | PTA | 3 | 4 | - | 2 | 1 | 40 | 1.4 |
| 7 | Head Teacher's assessment of the use of atlas in teaching influences pupils' academic performance | Headteacher | 22 | 48 | 4 | 2 | 2 | 80 | 4.0 |
| | | Teachers | 53 | 12 | 1 | 7 | 31 | 114 | 4.0 |
| | | Supervisors | 5 | 3 | - | 2 | 2 | 12 | 3.6 |
| | | PTA | 17 | 12 | - | 1 | 10 | 40 | 3.6 |
| 8 | Finding out the use of card board paper as teaching aid influences pupils' academic performance | Headteacher | 28 | 30 | - | 13 | 9 | 80 | 3.7 |
| | | Teachers | 8 | 20 | 2 | 6 | 78 | 114 | 1.9 |
| | | Supervisors | 5 | 6 | - | 3 | - | 12 | 4.6 |
| | | PTA | 15 | 25 | - | - | - | 40 | 4.3 |
| 9 | Ensuring the use of marker on white board by head teacher influences pupils' academic performance | Headteacher | 36 | 30 | - | 12 | 2 | 80 | 4.1 |
| | | Teachers | 105 | 5 | - | 4 | - | 114 | 4.9 |
| | | Supervisors | 5 | 4 | - | 3 | - | 12 | 3.9 |
| | | PTA | 3 | 34 | - | 2 | 1 | 40 | 3.9 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 10 | Assessing the use of radio in teaching promote pupils academic performance | Headteachers | - | 10 | 4 | 80 | 3.9 |
| | | | - | 4 | 50 | 114 | 4.0 |
| | | | - | 3 | - | 12 | 3.6 |
| | | | - | 2 | 1 | 40 | 3.5 |

Table 4.7:Revealed the responses of respondents on head teacher's assessment of relevant teaching facilities in primary schools in Borgu, Agwara, Magama and Rijau LGA. it was revealed that in Items 1 the head teachers had mean score of 3.8, teachers 4.5, supervisors 3.9 an PTA 4.5 which is above the decision mean, the item statement was therefore accepted by the respondent. Item 2 revealed the mean score of 4.1, 4.1, 1.4 and 1.4. for head teachers, teachers, supervisors and PTA officials respectively, which implies acceptance. Item 3 had 4.1, 4.9, 3.9 and 3.9, as the mean score for head teachers, teachers supervisors and PTA officials accordingly implying acceptance. Item 4 was accepted by the respondents with the mean score 4.0, 1.8, 3.7 and 1.9, respectively. Item 5 was further accepted by the respondents with the mean score of 4.0 for head teachers,1.8 for teachers,3.9 supervisors, and 1.9 for PTA. Item 6 had the mean score 3.9, 3.2, 3.2 and 1.4 for head teachers, teachers, supervisors and PTA accordingly. Item 7 was also accepted by all the respondents with the mean score of 4.4, 4.0, 3.6 and 3.6. Item 8 revealed that head teachers had 3.7, teachers had 1.5supervisors had4.6 and PTA had 4.3 as their mean score. Item 9 had mean score of 4.1 4.9, 3.9 and 3.9 for head teachers, teachers, supervisors and PTA. Item 10 head teachers had 3.9, teachers had 4.0, supervisors had 3.6 and PTA had 3.5

By this analysis, it was revealed that head teachers regular assessment of relevant teaching facilities in primary school has helped to identify areas requiring urgent attention in the teaching process.

**4.6: Summary of Major Findings.**

The study revealed that:

1. Head teachers' instructional supervision on checking of teachers' records of Work has motivated teachers' to keep up to data record of work in primary schools in Borgu,Agwara Maga ma and RijauLGA in Niger State;

2. Head teachers' instructional supervision on classroom visit has promote teachers'/pupils' discipline and punctuality in primary schools in Borgu, Agwara,Magama and Rijau LGA in Niger State;

3. Checking of pupils exercise books by the head teachers' encourage pupils to write notes and ensure that they are marked by the teacher;

4. Head teachers assessment of teachers' lesson plan /note has help to identify area of teaching difficulties by the teachers' and encourage them to attend workshops on lesson plan preparation.

5. Head teachers regular assessment of scheme of work has enabled teachers to break down scheme of work from simple to complex and teach according to approved syllabus; and

6. Head teachers regular assessment of relevant teaching facilities has helped to identify areas requiring urgent attention and first hand information on the state of school facilities.

**4.7: 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 class work, checking teachers record of assignment, checking home work given to pupils, checking pupils attendance register, classroom diaries, pupils exam records are checked by head teachers 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 /in to classes,writing down observation while classes are on and discussion with teachers. The findings

shows pupils and teachers tend to appreciate head teacher visit to their classes because it keep classes busy discipline is maintain in school attendance. The visit encourages pupils to ask question on some few things that border on them .Teachers also get prepared in anticipation of head teachers visit .the finding further showed that teachers teaching difficulties is easy identified and discussed through head teachers classroom visitation. The exercises boost pupils academic performance in schools.

It was revealed that regular checking of pupils exercise books by head teacher encourages pupils to take note while classes are on. Monitoring of pupils assignment also encourages them to work harder. Head teachers' finds out whether home work is given to pupils or not encourage teachers to always give pupils home work. It was also revealed that pupils copy note better when they know that their note books will always be checked.

It was further revealed that assessment of teachers lesson plan/note regularly by head teacher encourages teachers to write their lesson plan always ;the findings showed that checking of lesson plan /note by head teachers makes teachers to write behavioural objectives properly and in line with the scheme of works. Regular check on teachers' lesson plan/note help to satisfy, if lesson plan evaluation is in line with the behavioural objectives. From the findings it was revealed that head teachers evaluation of teachers' lesson plan made teachers prepare for the lesson to teach and motivate pupils during classes. It improves teaching and learning exercises in the schools.

The findings on assessing of scheme of works revealed that head teachers monitor the implementation of school scheme of work. Head teacher assessment encourages teachers to use the scheme of work appropriately. The finding revealed that assessment of scheme of work by head teachers encourage teachers to keep and maintain scheme of work properly, break down the

scheme of work according to syllabus and teach in line with content of the scheme.Findings shows the supervision of head teachers on scheme of work promote teaching and learning positively.

Furthermore,assessment of relevant teaching facilities in school on instructional supervision revealed thathead teachers assessment enable the school management to know the state of schools facilities,through the assessment head teachers identify areas that needs urgent attention.

The findings shows that assessing of facilities like text books,chalk board, charts, card board among others promote teaching and learning exercises in primary schools.The findings revealed that the use of relevant teaching facilities enable learners understand and remember content taught.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 **Introduction**

This chapter is presented under the following sub-headings:

5.2 Summary

5.3 Conclusions

5.4 Recommendations

5.5 Suggestions for further studies

## 5.2: Summary

This study was on analysis of school based instruction supervision in primary schools.

The study has six specific objectives with corresponding number of research questions, hypothesis and basic assumption, which were all in line with the objectives of the study. Related literatures were revealed along with 5 empirical studies.

Descriptive statistical was used for the study with a sample sized of 246 respondents out of population 3060.A questionnaire structured on six point likert scale rating was used to collect data form the respondents. From the data collected, descriptive statistic was used to generate simple percentage and frequency table for the bio-data of the respondents, weighted mean of 3.00 was used to answer the six research questions. The major finding of the study were; (1) Head teachers' instructional supervision has motivated teachers' to keep up to data record of work in primary schools (2) Head teachers' instructional supervision on classroom visit has

promote teachers'/pupils' discipline and punctuality in primary schools (3) Checking of pupils exercise books by the head teachers' encourage pupils to write notes and ensure that they are marked by the teacher (4) assessment of scheme of work has enabled teachers to break down scheme of work from simple to complex and teach according to approved syllabus, among others.

**5.3: Conclusions**

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

1. Regular checking of teacher records of work has influence teachers to put in their best which has result to improved pupils academic performance in Borgu, Agwara, Magama and Rijau LGA in primary schools in Niger State.

2. Head teacher classroom visit is a potent instrument for effective school-based instructional supervision

3**.** Regular checking of pupils' exercise book by head teacher has influence pupils to copy note s correctly and regularly thereby improving their academic performance.

4. Head teacher assessment of teachers lesson plan regularly improve pupils academic performance.

5. Assessing of every class scheme of work by the head teacher influence pupils academic performance.

6. Regular assessment of relevant teaching facilities by the head teacher influence pupils academic performance in Borgu ,Agwara, Magama and Rijau LGA in Niger State

**5.4: Recommendations**

In view of the findings the study recommends that;

1. Every head teacher should make it a point of duty to improve the more on regularly check of teachers' record of work; this will add value to pupils' academic performance and keep the teachers abreast of their responsibilities at all time

2. For effective school –based instructional supervision, head teacher should as a matter of importance ensure classroom visit regularly during classes to improve pupil's academic performance in the school.

3. The checking of pupils' exercise books should be a regular activity by the head teachers, this will influence pupils academic performance and make both teachers and pupils to sit-up properly

4 .The teachers should be sensitized on the importance of head teacher assessment of teacher's le sson plan before he/she use it in teaching.This will positively for the influence of pupils academi c performance

5. Head teacher should away assess scheme of work of every subject and class before the teachers use it, this will improvepupil's academic performance in their schools.

6. The government through the Ministry of Education should allocate more funds for the provision of relevant teaching facilities inorder to improvepupil's academic performance in the schools. .

**5.5 Suggestions for further studies**

Considering the finding and recommendation of the study, it is suggested that;

1. Broad based similar research should be conducted in the entire primary schools in Niger state in other to affirm compare the present findings.

2. School- based instructional supervision of primary school by head teachers should be investigated in Niger State.

3. Primary Education Board in the State should find out the factors that militate against devotion of duty of head teacher role performance as an instructional supervision and teacher role on pupils' academic performance.

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**AHMADU BELLO UNIVERSITY, ZARIA.**
**DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM**
**EDUCATIONAL ADMINISTRATION AND PLANNING SECTION**

**QUESTIONNAIRE ON THE, "ANALYSISOF SCHOOL BASED INSTRUCTIONAL SUPERVISION IN PRIMARY SCHOOLS IN NIGER STATE, NIGERIA"**

Dear respondent,

The researcher is a postgraduate Student in Educational Administration and Planning. He is currently undertaking a research on analysis of School-BasedInstructional Supervision in Borgu, Agwara, Magama and Rijau L.G.A, in Niger State,Nigeria.As a stakehold er in the selected Education zones , you are requested to respond to issues raise in this questionnaire. Your responses will be treated confidentially.

Thank you in anticipation of your kind and honest responses.

Yours sincerely,

Musa Muhammad Bawa

**P14 EDFC8017**

**Section A: Bio-data**

Please tick ( ✔ )in the box that relates to you

1Status: (a) Head teacher ( ) (b) Teacher ( ) (c) supervisor ( ) (d) PTA Officials ( )

2Gender: (a)Male ( ) (b)Female ( )

3Educational Qualifications: (a) M.Ed ( ) (c) B.Ed ( ) (d) NCE ( ) (E) HND ( ) (f) others, please specify ----------

Pleases tick ( ✔ ) in the column that relates to your opinion

**Section B:Analysis of head teachers checking of teachers' records of work**

| S/No | Item statement | Strongly Agree 5 | Agree 4 | Undecided 3 | Disagree 2 | Strongly Disagree 1 |
|---|---|---|---|---|---|---|
| 1 | Checking of pupils' class work influences their academic performance | | | | | |
| 2 | Checking of teachers' record of assignment promote pupils' academic performance | | | | | |
| 3 | Regular check of home work given to pupils influences their academic performance | | | | | |
| 4 | School heads' check on pupils' attendance register influences their academic performance | | | | | |
| 5 | Checking of record by head teacher promote pupils' academic performance | | | | | |
| 6 | Checking of pupils' exam records by head teacher encourage pupils' academic performance | | | | | |
| 7 | Regular check on pupils' practical work influences their academic performance | | | | | |
| 8 | Pupils' academic performance is encouraged when teachers' lesson note is regularly checked | | | | | |
| 9 | Checking of Teachers' scheme of work influences pupils' academic performance | | | | | |

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|---|---|---|---|---|---|---|
| 10 | Checking of all the teachers' record of work influences pupils' academic performance. | | | | | |

Provide additional information, if you have any,on analysis of checking of teachers' record of work onpupils' academic performance----------
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## Section C: Analysis of head teachers'classroom visitation

| S/No | Item statement | Strongly Agree 5 | Agree 4 | Undecided 3 | Disagree 2 | Stronglydis agree 1 |
|---|---|---|---|---|---|---|
| 1 | Head teachers' classroom visitation promotes pupils' academic performance | | | | | |
| 2 | Pupils'commitment to study is encouraged by Head teachers' classroom visitation | | | | | |
| 3 | Head teachers' classroom visitation increases pupils punctuality to class | | | | | |
| 4 | Classroom visitation influences teachers' classroom behavior | | | | | |
| 5 | Monitoring of standard by school head influences pupils' academic performance | | | | | |
| 6 | Teaching and learning are improved through school head class room visitation | | | | | |
| 7 | Identifying teaching difficulties influences pupils' academic performance | | | | | |
| 8 | Head teachers' visiting teachers' during classes improves pupils' academic performance | | | | | |
| 9 | Head teachers' discussion lesson notes and lesson plan with teachers influences pupils' academic performance | | | | | |
| 10 | Monitoring of lesson delivery by head teacher influences pupils' academic performance | | | | | |

Provide additional information, if you have any, onanalysis of classroom visitation/observation on pupils academic performance----------
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**Section D: Analysis of head teachers checking of pupils exercise books**

| S/ No | Item statement | Strongly Agree 5 | Agree 4 | Undecided 3 | Disagree 2 | Strongly disagree 1 |
|---|---|---|---|---|---|---|
| 1 | Checking of pupils' exercise books adequately influences pupils' academic performance | | | | | |
| 2 | Checking of teachers' remarks on pupils' note book influences pupils' academic performance | | | | | |
| 3 | Monitoring assignment given to pupils influences their academic performance | | | | | |
| 4 | Checking how home work is given to Pupils by teachers influences pupils' academic performance | | | | | |
| 5 | Finding out whether assignments given to pupils are marked influences pupils' academic performance | | | | | |
| 6 | Ensuring home works are marked by teachers influences pupils' academic performance | | | | | |
| 7 | Checking whether lessons are in line with the scheme of work influences pupils' academic performance | | | | | |
| 8 | checking whether pupils have writing materials by head teachers influences pupils' academic performance | | | | | |
| 9 | Checking how well pupils are coping their note books by head teacher influences pupils academic performance | | | | | |
| 10 | Checking how regular home works are given to pupils influences their academic performance | | | | | |

Provide additional information, if you have any, on influence of checking of pupils exercise book on pupils academic performance----------
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**Section E: Analysis of head teachers assessment teachers' lesson plans**

| S/No | Item statement | Strongly Agree 5 | Agree 4 | Undecided 3 | Disagree 2 | Strongly disagree 1 |
|---|---|---|---|---|---|---|
| 1 | Checking whether teachers plan their lessons regularly promotes pupils' academic performance | | | | | |
| 2 | Head teachers' checking whether lesson plans are well structured influence pupils' academic performance | | | | | |
| 3 | Ensuring lessons planned by teachers are up-to-date influences pupils' academic performance | | | | | |
| 4 | Finding out whether behavioural objectives are properly stated influences pupils' academic performance | | | | | |
| 5 | Head teachers' checking whether the behavioural objectives are realistic influences pupils' academic performance | | | | | |
| 6 | Assessing whether affective domain is reflected in the behavioural objectivesboost pupils' academic performance | | | | | |
| 7 | Ensuring that cognitive domain is reflected in the behavioural objectives influences pupils' academic performance | | | | | |
| 8 | Assessing whether psychomotor domain is reflected in the behavioural objectives influences pupils' academic performance | | | | | |
| 9 | Checking whether evaluation is in line with the stated objectives influences pupils' academic performance | | | | | |
| 10 | Finding out whether the lesson delivered is according to the lesson plan influences pupils' academic | | | | | |

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|---|---|---|---|---|---|---|
| | performance | | | | | |

Provide additional information, if you have any, onanalysis of assessing teachers lesson plan notes --
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**Section F: Analysis of head teachers assessment scheme of work**

| S/No | Item statement | Strongly Agree 5 | Agree 4 | Undecided 3 | Disagree 2 | Strongly disagree 1 |
|---|---|---|---|---|---|---|
| 1 | Assessing scheme of work by head teachers to know if it covers the syllabus promotes pupils' academic performance | | | | | |
| 2 | Checking the topics in the scheme of work to know if they are properly entered in the record influences pupils' academic performance | | | | | |
| 3 | Checking if the topics taught are in sequence influences pupils' academic performance | | | | | |
| 4 | Assessing the scheme of work by head teachers to know if topics are properly broken down influence pupils academic performance | | | | | |
| 5 | Ensuring that scheme of works are properly kept and maintained pupils' academic performance | | | | | |
| 6 | Ensuring that teaching standard is in line with the scheme of work by head teacher influences pupils' academic performance | | | | | |
| 7 | Assessing the scheme of work by head teacher to know if it contains all the necessary information influences pupils' academic performance | | | | | |
| 8 | Head teacher's monitoring the implementation of scheme of works by teachers influences pupils' academic performance | | | | | |
| 9 | Assessing the level of usage of scheme of work by teachers influences pupils academic performance | | | | | |

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|---|---|---|---|---|---|---|
| 10 | Ensuring that the scheme of work used by the teachers is up-to-date influences pupils' academic performance | | | | | |

Provide additional information, if you have any, onanalysis of assessing scheme of work on pupils academic performance----------
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**Section G: Analysis of head teacher's assessment of relevant teaching facilities**

| S/No | Item statement | Strongly Agree 5 | Agree 4 | Undecided 3 | Disagree 2 | Strongly Disagree 1 |
|---|---|---|---|---|---|---|
| 1 | Head teacher's regular assessment on the use of chalk board influences pupils' academic performance | | | | | |
| 2 | Ensuring that appropriate text books are used by the teachers and pupils influences their academic performance | | | | | |
| 3 | Ensuring the provision and use of computer for teaching and learning influences pupils' academic performance | | | | | |
| 4 | Finding out the availability use of charts in the classroom influences pupils' academic performance | | | | | |
| 5 | Assessing the adequacy of chairs and desks byHead teacher influences pupils' academic performance | | | | | |
| 6 | Finding out whether television is used in teaching by head teacher influences pupils' academic performance | | | | | |
| 7 | Head Teacher's assessment of the use of atlas in teaching influences pupils' academic performance | | | | | |
| 8 | Finding out the use of card board paper as teaching aid influences pupils' academic performance | | | | | |

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|---|---|---|---|---|---|---|
| 9 | Ensuring the use of marker on white board by head teacher influences pupils' academic performance | | | | | |
| 10 | Assessing the use of radio in teaching influences pupils' academic performance | | | | | |

Provide additional information, if you have any, onanalysis of assessment of teaching and learning facilities on pupils academic performance----------
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