

HEADTEACHERS' INSTRUCTIONAL SUPERVISION AND TEACHERS' EFFECTIVENESS IN PRIMARY SCHOOLS IN SOKOTO NORTH LOCAL GOVERNMENT, SOKOTO STATE, NIGERIA

¹USMAN AHMED NURA & ²GUMBI, SAMBO UMAR

¹Department of Educational Foundations, Faculty of Education, Federal University Dutsin-Ma

²Department of Adult Education and Extension Services, Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto,

Abstract

This paper is concerned with administrative responsibilities of head teachers' emphasis on instructional supervision and its relationship with teachers' effectiveness in primary schools in Sokoto North Local Government Sokoto State, Nigeria. Three objectives, three research hypotheses were formulated to guide the study. The study adopted correlational research design. The population of the study were twenty-three (23) head teachers representing twenty-three (23) primary schools and nine hundred and thirteen (913) classroom teachers across Sokoto North local government education authority. Purposive random sampling technique was adopted where all the twenty-three (23) head teachers were selected. Two classroom teachers were selected from each school selected totaling forty-six (46) classroom teachers. Accidental sampling technique was used where the researcher administered the instrument to any teacher present in the school. Two questionnaires titled head teachers' instructional supervision Questionnaire (HTISQ) and Teachers' Effectiveness Questionnaire (TEQ) were used for data collection. The instruments were validated. Reliability index of 0.86 and 0.78 respectively was ensured through split-half reliability process. The data collected was analysed using Pearson Product Moment Correlation Coefficient (PPMCC). The study found that head teachers' instructional supervision has significant relationship with teachers' lesson preparation in Sokoto North Local Government Sokoto State. The study recommended that Government and other stakeholders should emphasize on regular seminar and workshop for head teachers so that teachers will be guided on how to be prepared before going to class, acquire classroom management ability and evaluation skills.

Keywords: Head teachers, teachers, instructional supervision, teachers' effectiveness.

Introduction

Head teachers are charged with the responsibility of managing, coordinating, controlling, directing and organizing, the already planned activities of their respective schools. For any formal organization like school to function effectively, it requires a very active and skillful head teacher as an overseer of its general affairs.

However, Head teachers' instructional supervision enveloped planning and preparation, evaluation and assessment, feedback and coaching, curriculum development and implementation, staff development and support, classroom observation, and leadership and management. Five quality indicators of head teacher as highlighted by Akram and Malik (2021) are: instructional leadership, teacher evaluation, school climate, communication and community relations, and organizational management were employed to evaluate head teachers' effectiveness.

Teachers in Primary Schools require supervisor to discharge their duties. Head teachers are very close to them in the school, as a result of this, it is their responsibility to engage, watch, observe, guide and direct them (teachers) to do the right thing in the school setting. However, Instructional supervision is a crucial aspect of educational leadership that focuses on improving teaching and learning. Instructional Supervision is an important tool for schools as it helps them in ensuring that their vision and mission are achieved by supervising, training, and empowering teachers so that they can create valuable experiences for their students. It is a form of educational supervision undertaken to achieve the following objectives (Jared, 2011); to provide objective feedback to teachers; to diagnose and solve teaching problems; to help teachers develop their strategies and skills; to evaluate teachers for promotions or appointments; and to help teachers maintain a positive attitude. Instructional supervision, when undertaken by the principal, focuses primarily on helping teachers reflect on their actions and promoting school improvement through professional development (Sergiovanni & Starratt cited in Chen, 2018). As an administrator, the head teacher is tasked with the responsibility of overseeing the curricular and extra-curricular activities in school.

Primary school is a system that relied on each component or sub-system to function effectively. Nevertheless, Instructional supervision is a process of guiding and supporting teachers to improve their instructional practices and student learning outcomes Glickman et al. (2018). In addition to this, Instructional supervision involves assessing coaching and mentoring teachers to enhance their instructional skills and students' achievement Zapeda, (2019) In relation to this, Sergiovanni & Starratt, (2017) opined that instructional supervision is a collaborative process between administrators and teachers to improve teaching and learning. Instructional supervision is a leadership function that focuses on improving teacher performance and students' learning (Marzano, et al. 2018). Therefore, head teachers' instructional supervision is a leadership responsibility that enables head teacher to guide, direct, support, assess and coordinate teaching and learning process in Primary School setting.

On the other hand, teacher effectiveness refers to teacher's ability to discharge and promote teaching and learning. In doing this, a primary school teacher is expected to possess certain qualities such as being knowledgeable, innovative, competent, approachable, sympathetic, punctual, enthusiastic, organized and dedicated to work for him/her to be effective. Teachers' effectiveness according to Gupta and Verma (2021) describe teacher effectiveness as the ability of educators to teach in a way that successfully fosters positive behavioral changes in students. However, Onyekuru and Ibegbunam (2013) defined teacher effectiveness as involving demonstrating intellectual, social, and emotional stability, along with a genuine affection for children and a positive attitude toward teaching. Nevertheless, Lieu, Gorgievski, Qi and Paas (2022) consider teachers' lesson preparation, teachers' classroom management ability and teachers' evaluation skills as the determinant of teachers' effectiveness and were reviewed accordingly.

This study is concerned with, teachers' preparation, classroom observation and evaluation. The study seeks to envisage on the previous researches to investigate the current situation of the relationship between head teachers' instructional supervision and teachers' effectiveness in primary schools. However, a study conducted by Nurhayati et al. (2022) found that academic supervision by school principals significantly impacts teacher performance, including lesson preparation. The study showed that academic supervision and teacher job satisfaction together affect teachers' teaching ability. Furthermore, Maritasari, et al. (2020) found that supervision significantly impacts teacher competency as a mediating variable. This suggests that head

teachers' instructional supervision can enhance teacher competency, leading to improved lesson preparation and overall performance

A study conducted by Oluremi and Oyewole (2013) found that instructional supervision enhances the teaching and learning process by checking professional records, giving teacher feedback and monitoring timetables leading to good academic performance. This suggests that head teachers' instructional supervision can positively impact teachers' lesson preparation. Similarly, Go and Eslabon (2024) found a significant relationship between school heads' instructional supervisory skills and teachers' performance. The study highlighted that effective supervision practices, such as classroom observations and feedback can improve teacher instructional strategies and students' performance. This suggests that headteachers' instructional supervision can positively impact teachers' classroom management ability by enhancing their teaching skills and strategies.

Furthermore, Ibyimana, et al, (2023) explored the effect of instructional supervision on teachers' competences in public primary schools. The study found that instructional supervision significantly impacts teacher competence, which is crucial for effective classroom management. A study by Vakeman, Devos, and Tuytens (2015) found that instructional supervision by school principals is essential for effective teacher evaluation practices. The study highlights the need for principals to balance teacher and system needs. In a study related to this, Tuytens and Devos (2010) emphasized the significance of principal leadership in implementing teacher evaluation policies. The study found that principals' sense-making of policy initiatives influences teacher evaluation practices. Moreover, Flores and Derrington (2015) found that instructional supervision by school principals significantly impacts teacher evaluation practices. The study highlights the importance of principals' roles in supporting teacher growth and development.

Statement of the Problem

Teachers all over the world are tasked to implement curriculum, participate in decision making, prepare the lesson, possess classroom management ability and acquire evaluation skills. In order to ensure this, head teachers are expected to be on their toe to guide and direct the teachers to discharge their duties effectively. There is no doubt, head teachers are facing a great number of challenges ranging from difficulties in addressing teachers' needs, lack of support by the concern authorities, inconsistent supervision due to the nature of their work inadequate training, over emphasis on evaluation, limited focus on teachers' needs and inadequate resources to discharge their duties. These factors resulted to insufficient feedback by the head teachers, lack of guidance and support, inconsistent teaching practice, decreased teacher motivation, disruptions and decrease in pupils' learning outcomes, and limited opportunity for teacher growth and development which make it difficult for teachers to stay current with the best practices and technology.

Moreover, the effectiveness of primary school teachers is a critical factor in determining the quality of education to be provided for pupils to learn. Head teachers as instructional and overall administrators in primary schools play a significant role in guiding, supporting and supervising teachers to enhance their instructional delivery and performance. Despite its

importance, instructional supervision remains a challenge. Therefore, the pupils will be at the receiving end because it will lead to poor quality teaching, inadequate teacher support and lower pupils' achievement and learning outcomes in many primary schools in Sokoto South local government education authority.

Research Objectives

The main objective of this study was to examine the relationship between the Head teachers' instructional Supervision and teachers' Effectiveness in Primary Schools in Sokoto North Local Government, Sokoto State, Nigeria, while the specific objectives were to:

1. Find out the relationship between Head teachers' instructional supervision and teachers' lesson preparation in primary school.
2. Examine the relationship between head teachers' instructional supervision and teachers' classrooms management ability in primary school.
3. Determine the relationship between head teachers' instructional supervision and teachers' evaluation skills in primary school.

Research Questions

The following research questions were raised to guide the study:

1. What is the relationship between head teachers' instructional supervision and teachers' lesson preparation in primary school?
2. How does instructional supervision influence teachers' classrooms management ability in primary school?
3. To what extent does the instructional supervision influence teachers' evaluation skills in primary school?

Null Hypothesis

The following null hypothesis were formulated to guide the study

HO₁ There is no significant relationship between Head teachers' instructional supervision and teachers' lesson preparation in primary school.

HO₂ There is no significant relationship between head teachers' instructional supervision and teachers' classrooms management ability in primary school.

HO₃ There is no significant relationship between head teachers' instructional supervision and teachers' evaluation skills in primary school.

Methodology

Correlational research design was used for this study. The justification for using this design is that it allows the researcher to examined the relationship that exist between head teachers' instructional supervision and teachers' effectiveness in primary schools. There are twenty-three (23) head teachers representing twenty-three (23) public primary schools, with the total number of nine hundred and thirteen (913) classroom teachers across Sokoto North local government

education authority. Purposive random sampling technique was adopted where all the twenty-three (23) head teachers were selected. Two classroom teachers were selected from each school selected totaling forty-six (46) classroom teachers. Accidental sampling technique was used where the researcher administered the instrument to any teacher available in the school.

Two questionnaires titled head teachers' instructional supervision Questionnaire (HTISQ) and Teachers' Effectiveness Questionnaire (TEQ) were used for data collection. The instruments consist of three components; teachers' lesson preparation, teachers' classroom management ability and teachers' lesson evaluation skills and teachers' effectiveness with seven items for each component, scale of strongly agreed, (SA), agreed (A) disagreed (D) strongly disagreed (SD) was used and subjected for face and contents validity by the experts in test and measurement, educational management and primary education in the faculty of education and extension services, Usmanu Danfodiyo University, Sokoto. Reliability index of 0.86 was ensured through split-half reliability process. Data was collected with the help of five trained research assistants. The data collected was analyzed using Parson Product Moment Correlation Coefficient at 0.05 level of significance

Results

In this section, three hypotheses were tested and the result presented as follows:

H₀₁: There is no significant relationship between head teachers' instructional supervision and teachers' lesson preparation in primary school. This hypothesis was tested and presented in table1

Table 1: Relationship between head teachers' instructional supervision and teachers' lesson preparation in primary school.

Variables	N	Mean	SD	df	r-Cal	P-value	Decision
Head teachers' Instructional Supervisor	23	4.6310	1.4610	67	-0.366	0.001	Rejected
Teachers' lesson preparation	46	9.2600	2.0613				

Source: Field Survey, (2025)

Table 1 shows the number of participants (n) = 23 and 46 respectively for the two variables and a correlation value (r) = - 0.366 and P-Value of 0 .001. The hypothesis was tested at alpha level = 0.05 and found the p value is less than the alpha value. $0.001 > 0.05$. This indicates that there is significant negative relationship between head teachers' instructional supervision and teachers' lesson preparation in primary school. Therefore, the null hypothesis was rejected. This implies that higher the level of head teachers' instructional supervision is associated with the lower level often teachers' lesson preparation in primary school.

Ho₂: There is no significant relationship between head teachers’ instructional supervision and teachers’ classrooms management ability in primary school. This hypothesis was tested and presented in table 2.

Table 2: Relationship between head teachers’ instructional supervision and teachers’ classroom management ability in primary school.

Variables	N	Mean	SD	df	r-Cal	P-value	Decision
Head teachers’ Instructional Supervision	23	4.6310	1.4610	67	-0.386	0.000	Rejected
Teachers’ Classrooms management ability	46	9.2600	2.0613				

Source: Field Survey, (2025)

Table 2 shows the number of participants (n) = 23 and 46 respectively for the two variables and a correlation value (r) = - 0.386 and P-Value of .000. The hypothesis was tested at alpha level = 0.05 and found the p value is greater than the alpha value. $.010 > 0.000$. This indicates that there is significant relationship between head teachers’ instructional supervision and teachers’ lesson preparation in primary school. Therefore, the null hypothesis was accepted.

Ho₃ There is no significant relationship between head teachers’ instructional supervision and teachers’ evaluation skills in primary school.

Hypothesis three (Ho₃)

There is no significant relationship between head teachers’ instructional supervision and teachers’ evaluation skills in primary school.

Table 3: Relationship between head teachers’ instructional supervision and teachers’ evaluation skills in primary school.

Variables	N	Mean	SD	df	r-Cal	P-value	Decision
Head teachers’ Instructional Supervision	23	4.6310	1.4610	67	-0.396	0.000	rejected
Teachers’ evaluation skills	46	9.2600	2.0613				

Source: Field Survey, (2025)

Table 3 shows the number of participants ($n = 23$ and 46 respectively for the two variables and a correlation value ($r = -0.396$ and P-Value of $.000$). The hypothesis was tested at alpha level $= 0.05$ and found the p value is greater than the alpha value. $.010 > 0.000$. This indicates that there is significant relationship between head teachers' instructional supervision and teachers' lesson preparation in primary school. Therefore, the null hypothesis was accepted.

Summary of Findings

Based on the data collected and analysed, the results presented are summarized as follows:

1. It was found that head teachers' instructional supervision has significant negative relationship with teachers' lesson preparation in Sokoto North Local Government Area, Sokoto State.
2. It was found that head teachers' instructional supervision has significant negative relationship with teachers' classroom management ability in Sokoto North Local Government Area, Sokoto State.
3. It was found that head teachers' instructional supervision has significant negative relationship with teachers' classroom management ability in Sokoto North Local Government Area, Sokoto State.

Discussion of Findings

The first findings of the research hypothesis indicated that there is significant relationship between head teachers' instructional supervision and teachers' lesson preparation in primary school in Sokoto North Local Government area, Sokoto State, Nigeria. This is in agreement with Nurhayati et al. (2022) whose finding revealed that academic supervision by school principals significantly impacts teacher performance, including lesson preparation. This implies that head teachers are tasked with the responsibility of guiding classroom teachers on lesson preparation, lesson planning, statement of objectives, how to presents lesson, select appropriate and suitable method of teaching and make use of relevant instructional materials while teaching in primary schools.

The second finding revealed that head teachers' instructional supervision has significant relationship with teachers' classroom management ability in Sokoto North Local Government Area, Sokoto State. This finding concurred with the finding of Ibyimana, et al, (2023) who explored the effect of instructional supervision on teachers' competences in public primary schools. The study found that instructional supervision significantly impacts teacher competence, which is crucial for effective classroom management. This signifies that head teachers' instructional supervision significantly influenced primary school teachers' classroom control, classroom arrangement, pupils' discipline in the class and conducive classroom environment.

The third hypothesis established that head teachers' instructional supervision has significant relationship with teachers' classroom management ability in Sokoto North Local Government Area, Sokoto State. This is in line with the findings of Tuytens and Devos (2010) emphasized

the significance of principal leadership in implementing teacher evaluation policies. Flores and Derrington (2015) found that instructional supervision by school principals significantly impacts teacher evaluation practices. Based on this, head teachers' instructional supervision correlate with teachers' assessment such as conducting and marking of monthly test, marking of assignment, checking pupils' notes, end of term examination.

Conclusion

Based on the findings of the study, it was concluded that, Head teachers' instructional supervision has significant relationship with teachers' effectiveness in terms of lesson preparation, teachers' classroom ability and teachers' evaluation skills in primary schools of Sokoto North Local Government, Sokoto State, Nigeria.

Recommendations

The following recommendations were made on the basis of research findings.

1. Government and other stakeholders should emphasize on regular seminar and workshop for head teachers so that teachers will be guided on how to be prepared before going to class, acquire classroom management ability and evaluation skills.
2. Teachers should liaise with head teachers in order to learn how to control, arrange, manage and maintain discipline in their classes.
3. Head teachers and teachers should work hand in hand to ensure pupils are assessed based on their performance.

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