



Internal Supervision and Teachers' Effectiveness in Public Secondary Schools in Akwa Ibom State, Nigeria

Peace Effiong Jonah¹, Anietie Joshua Friday^{1*}

¹Department of Curriculum Studies Educational Management and Planning, Faculty of Education, University of Uyo, Nigeria

*Corresponding Author

Anietie Joshua Friday

Department of Curriculum
Studies Educational Management
and Planning, Faculty of
Education, University of Uyo,
Nigeria

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Abstract: This study examined the influence of internal supervision on teachers' effectiveness in public secondary schools in Akwa Ibom state, Nigeria. In order to achieve the purpose of this study two objectives were stated, two research questions were raised and two null hypotheses formulated to guide the study. The sub-variables of the study which were observation and records keeping and teachers' effectiveness were reviewed, descriptive survey design was used, the sample size consisted of 400 respondents representing the population of 5777 drawn using Taro Yamene statistical tool and simple random sampling technique was adopted for selecting the respondents and the schools. Data were collected using a structured closed ended questionnaire entitled, Internal Supervision of Secondary Schools Questionnaire (ISOSSQ) and "Secondary School Teachers Effectiveness Questionnaire (SSTEQ). The reliability of the instruments was established by using the data from trial testing procedure which yielded .83 for ISOSSQ and .87 for SSTEQ respectively, which showed that the instruments were reliable to be used in the study. Research questions and hypotheses were answered using t-test analyses at .05 level of significant. The findings of the study revealed that internal supervision methods such as informal observation and records keeping significantly influence teachers' effectiveness in public secondary school in Akwa Ibom state, Nigeria. Based on the findings, it was recommended among others that Principals should always be proactive in carrying out informal classroom observation, since it helps in encouraging teachers' effectiveness and enhance the attainment of educational objectives. The findings of this study would contribute to knowledge in the sense that, researchers in different places and times would likely use as reference document conducted further studies on related issue.

Keywords: Internal, Supervision, Teachers, Effectiveness, Nigeria.

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INTRODUCTION

School supervision may be defined as an assigned effort of school officials towards guiding, evaluating and giving of feedback to all the school personnel such as teachers, students, administrators and all educational workers for the improvement and attainment of educational objectives. Omorobi (2021) defined supervision as means to guide and stimulate the activities of teachers with a view to

improve their teaching, instruction and professional growth. This implies that supervision improves the quality of personnel and aid efficiency in their respective functions. It may be that if school personnel are timely given a guide or supervised, the level of workforce may improve, as it may likely lead to realization of educational goal. Glickman *et al.*, (2017) viewed supervision as the act of directing, assessing, overseeing and evaluating employees in

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order to achieve the organizational goals. It means that in the school community, supervision is essential, in order to direct all human resources effort towards attaining a common school organizational goals and objectives. Supervision, therefore, is seen to be both the external role of the ministry of education and the internal role of the principal of the schools.

Chimezie-Mathew and Assumpta (2022) maintained that the principals play the role of supervisor from time to time by checking the teachers' classroom work and assessing their overall performance based on students' academic achievement. The authors explained that the purpose of internal supervision in public secondary schools include: deciding the nature and content of the curriculum; selecting the school organizational patterns and materials that will enhance educational growth; improvement of teachers effectiveness; ensuring that teachers are performing their duties as scheduled; improvement of the incompetent teachers; providing a guide for staff development; determining the effectiveness of the teachers' classroom management; determining the 'tone' of the school; determining special abilities possessed by teachers and deciding whom to be transferred, retained, promoted or disengaged (Chimezie-Mathew and Assumpta, 2022). For the effective achievement of the above highlighted purpose, principal ought to proffer efficient supervisory method as an internal supervisor to safeguard the progress and attainment of goals.

Internal supervision could also be seen as, strategies, skills or methods used by the heads of the organization: managers, administrators or principals to assess, monitor, direct and guide the subordinates – personnel towards realizing a set goals and objectives of the organization as to meeting the standard. This internal supervisory strategies are taken towards improving teaching and learning activities in schools. Quality education as maintained by Ekemezie and Anyaogu (2021) is geared towards building an all-round individual, capable of being functional and responsible to the society if prerequisite standards are met and maintained, in which the internal supervisor ensures that teachers and the staff are effective in their work, where it is assumed that the principal has an expertise knowledge and experience to oversee, coordinate and evaluate the process of teaching and learning, supporting teachers and controlling them. By implication, internal supervision is a means by which certain set standard in education is measured, checkmate and re-enforced. Principals' internal supervision strategies could help staff in public secondary schools to put in their best in attaining the objectives of the school. The principals use various supervision techniques in the school such as

classroom visitation, conferences, observation, teaching demonstration, follow up visit and evaluation to improve the standard of education system. By adopting these supervisory strategies, Principals would be able to identify the strength and weaknesses of teachers and help in providing solutions to their challenges and improvement. On the whole, observation and record keeping strategies would be considered in this study as given rise to teachers effectiveness.

Observation as noted by Association of American Schools in South America – AASSA (2014) who maintained that principals use observations as one source of information to determine whether a teacher is meeting the performance standards. This means that observation method is the process in which principals visit classroom during teaching-learning period to observe the ways teachers are handling classroom learning and their teaching skills. This method of internal supervision seems to help the principal to know how the teachers are handling teaching-learning activities in classroom, how teachers are relating with their learners during learning process, and how impactful is teachers' teaching process on the learners. By taking note of observed activities, principal could better advice teachers on their performance and encourage them for improvement either individually or during the general meeting.

It is on this note that Shohib and Othman (2018) maintained that observations are carried out by the school management to observe every event that takes place in the classroom during the actual teaching and learning activities. This method is essential to assess teachers' performance in their actual teaching. Chimezie-Mathew and Assumpta (2022) asserted that classroom visitation or observation is a supervisory strategy in which the principals visit the classroom and observe teachers delivery of the instruction taking account of their mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among others. Based on this view, it could be noted that classroom observation is not an avenue for fault-finding before the students but a platform for principals to involve teachers in the process of improving upon their lapses through one-on-one or office interaction.

Association of American Schools in South America – AASSA (2014) explained that observations are intended to provide information on a wider variety of contributions made by teachers in the classroom or to the school community as a whole. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and

participating in school activities. The Observation Forms (see Part III) are used to provide targeted feedback on teachers' work related to four performance standards (Instructional Planning, Instructional Delivery, Learning Environment, and Professionalism) are most likely to be observed during instruction". It became rather beneficial that principals' observation supervisory techniques open room for teachers improvement, effectiveness and school or education goals attainment. Fischer in Mulatya *et al.* maintained that supervision by classroom visits may include: walk through mechanism where the head teacher walks into a class and sees how instruction is going on; it provides a quick look at teacher performance and environmental factors in the classroom, an informal visit is an unannounced visit lasting ten or more minutes during which the teacher's practices are observed and documented, a formal observation is an announced visit lasting an agreed amount of time. During such an observation, the head teacher records what the teacher and the pupils say. The formal observation has a pre and post conference session where the supervisor and the teacher hold a discussion on the lesson (Mulatya, *et al.*, 2021). It may be that classroom observation technique ensures activeness in the part of teachers in their job delivery, making teachers always alerted and proactive and ensure their effectiveness, since all observed activities are recorded following appropriate feedback. Record keeping of teachers' day-to-day activities is also very essential method in ensuring teachers' effectiveness.

Records as noted by Bello (2013) are vital information documents for the proper survival of any organization. This means that information derived from record of each school registers make the effective survival of the schools. School progress may not survive due to human truancy behaviour as well as negligence. This is why Alabi (2017) maintained that without keeping appropriate, adequate and relevant school records, there cannot be effective and efficient administration of secondary schools. Alabi added that administrative best practices relate to successful initiative and record keeping that make an outstanding and sustainable contribution on an issues at hand. It may be that for ensuring progressive and effective school administration, principals have to maintain effective records keeping in the school. These records could be used to tackle issues that might arise in school, checkmate staff behaviour, envisage teachers' activities, assess teachers' job performance, as well as general school development.

Record keeping as method of internal supervision plays enormous roles in the school administration, as such, principals ought to technically employ record keeping as technique to

monitoring the activities of staff by daily supervising the school registers and recording process as to meet its aims. Since school supervision is to help a smooth running of the school, as well as improving the activities of the personnel, principals, as internal supervisors, have to enforce effective keeping of records as this could help to enhance their job effectiveness and facilitate teachers' job performance. Records keeping as a supervisory method seems to ensure teachers' time consciousness, readiness, task consciousness, and always being proactive in their job specification and delivery. This invariably seems to enhance the effectiveness of teachers, every other staff strive to work in consciousness to meet each person's job specification due to how records are used by the principals. This technique could equally promote principal administrative effectiveness. More-so, when all records are kept properly and monitored, virtually every teachers would be cautious and effective.

Teachers effectiveness is seen from the light of active job delivery. When teachers are effective, job would not suffer negligence. School administration would be a team work, where teachers always seeking for a way to promote the mission and vision of the school, ensuring learners' active involvement in learning process, facilitating school-community relation as to meeting the objectives of education and meeting a set standard. However, the reverse of the highlighted effectiveness of teachers always is the case in the public schools. In Nigeria, poor standard of living gives teachers basis to acting even excesses. Neglecting their duties on official working hour to face their personal matters, being absent in most school matters such as parents-teachers association meetings, allowing students to be on their own even during the teaching-learning period - making students to loiter, and virtually giving room to poor academic performance of students every year. This issue may be attributed to lack of internal supervision.

This has posed a problem to parents, students, government, school management, and scholars such that several researches have been conducted to find solution to the anomaly, yet, the issue still persist. For instance, Elujekwute *et al.*, (2021) conducted a study on occupational stress on the teachers' job performance in secondary schools in Makurdi Education Zone of Benue State. The findings revealed that delayed/ non payment of salaries, working condition and lack of in-service training significantly influence teachers' job effectiveness in secondary schools in Makurdi Education Zone of Benue State. Also, Alumode and Awulor-Hephzibah (2020) conducted a study on internal supervision of instruction on improving Teacher performance in

secondary schools in Edo State. The study found that there was no significant difference on the influence of internal supervision in improving teacher performance in secondary school based on gender, location, educational qualifications and teaching experience. From the review, the poor teachers' effectiveness is blamed on the factors such as teachers' working benefits without recourse to poor principal internal supervision. Hence, the study internal supervision and teachers' effectiveness in public secondary schools in Akwa Ibom State, Nigeria.

Statement of the Problem

The important role of the teachers in education system as to implementing the curriculum of education sets teachers very essential in meeting the goals and objectives of education. To students, without the teacher, learning does not take place. These roles among others poses issue of teachers' effectiveness. If teachers are effective, the goals and objectives of education would invariably be met. School administration would be that of a team work, where teachers always seeking for a way to promoting the mission and vision of the school, ensuring learners' active involvement in learning process, facilitating school-community relationship as to meeting the objective of education and in meeting a set standard. However, the reverse of the highlighted effectiveness of teachers always the case in the public schools. In Nigeria, poor standard of living gives teachers basis to acting even excesses. Neglecting their duties on official working hour to face their personal matters, being absent in most school matters such as parents-teachers association meetings, allowing students to be on their own even during the teaching-learning period - making them loiters, and virtually students poor academic performance every year. This issue may be attributed to lack of internal supervision.

This poses problems to parents, students, government, school management, even teachers themselves and scholars such that several researches have be conducted to find solution to the anomaly, yet, the issue still persist. From the scholars review and observation, the poor teachers' effectiveness is blamed on the employers' factors such as teachers' working benefits without recourse to poor internal supervision. Hence, the study internal supervision and teachers' effectiveness in public secondary schools in Akwa Ibom State, Nigeria.

Purpose of the Study

The main purpose of this study is to determine the influence of internal supervision and Teachers' effectiveness in Public Secondary Schools in Akwa Ibom State. Specifically, the study seek to:

1. Examine the influence of observation strategy on teachers' effectiveness in public secondary schools in Akwa Ibom State.
2. Determine the influence of records keeping on teachers' effectiveness in public secondary schools in Akwa Ibom State

Significance of the Study

The findings of this study would benefit the following group of people, government, school administrators, teachers, students and scholars.

The findings of the study would expose the challenges facing teachers' effectiveness to government and school management, this will enable them to device strategies to be adopted in promoting effectiveness of teachers through the use of effective supervision techniques. The findings would also expose the lapses of teachers' ineffectiveness to principals through principals' use of internal supervision, and help them to mitigate the issue. The findings of the study would expose the various stages and challenges relating to school management ineffectiveness to the students themselves and help them to provide ways towards making amends of their learning ability towards safeguarding this lapses of school management.

The findings of the study will help the teachers to become aware of the factors impeding their active workflow in school, educates them to be proactive in their duties without being coaxed by the principal. Finally, the findings of the study would be useful to researchers, as it would broaden their knowledge, serve as reference material as well as helping them to realize the issue poses on teachers' effectiveness, and help them to make useful contributions to knowledge. These benefits would be realized when the findings of this study would be published as when due.

Research Questions

The following research questions were raised to guide this study:

1. To what extent does observation strategy influence teachers' effectiveness in public secondary schools in Akwa Ibom State?
2. To what extent does records keeping influence teachers' effectiveness in public secondary schools in Akwa Ibom State?

Research Hypotheses

The following null hypotheses were formulated to guide this study:

Ho₁: There is no significant influence of observation strategy on teachers' effectiveness in public secondary schools in Akwa Ibom State.

Ho₂: There is no significant influence of records keeping internal supervision method on

teachers’ effectiveness in public secondary schools in Akwa Ibom State.

METHODOLOGY

The descriptive survey design will be adopted for the study. Akwa Ibom State has a total of thirty-one (31) Local Government Areas found in 3 districts otherwise known as senatorial districts. The three (3) senatorial districts are Akwa Ibom North East, Akwa Ibom North-West and Akwa Ibom South. The state is blessed with natural resources that earned the entire country - Nigeria other country currencies that help the economy state of the country. Akwa Ibom State has over 252 public secondary schools, 3 federal institutions, 3 state higher institutions among others. The population of the study of 5777 respondents, comprising 252 principals, 5525 teachers (Source: Akwa Ibom State Secondary School Board). The sample size of 400 respondents drawn from the entire population, which was determined statistically using Taro Yamane’s formula. Simple random sampling technique was adopted for selecting the respondents and the schools. Two instruments were developed by the researcher entitled: “Internal Supervision of Secondary Schools Questionnaire (ISOSSQ)” and “Secondary School Teachers Effectiveness Questionnaire (SSTEQ)”. They were used for data collection. To ensure validity of the two research instruments, the draft of the instruments ISOSSQ and SSTEQ, were submitted to three validates for

constructive criticisms. Their suggestions were used to modify the instruments at the final corrections level. The reliability of the instruments were established by administering the questionnaires on 30 teachers and 20 principals who were part of the population but not part of the main study. The data collected were subjected to Cronbach Alpha analysis to determine the internal consistency of the instruments. The reliability indices of 0.83 and 0.87 for ISOSSQ and SSTEQ respectively were obtained, which indicated that the instruments were reliable. The instruments were administered to the set respondents. On getting to the selected schools, after selves introduction by the researchers to the teachers, principals and vice principals and explanation of the purpose and the procedure to be followed in filling the questionnaires, the questionnaires were administered to the teachers and principals and vice principals, within the school hours. The completed questionnaires were then collected for analysis. Descriptive statistics was used to answer the research questions and t-test analysis for testing the null hypotheses at .05 alpha level of significance.

RESULTS

Research question 1: To what extent does observation as internal supervisory method influence teachers’ effectiveness in public secondary schools in Akwa Ibom State?

Table 1: Mean and standard deviation analysis of influence of observation supervisory method on teachers’ effectiveness

Variables	N	Mean	Std	Remark
Observation	300	17.857	1.432	A great extent positive
Teacher effective	100	34.510	1.714	

The Table 1 shows a mean and standard deviation influence of observation supervisory method on teachers’ effectiveness. The result shows that observation has a mean score of 17.857 as against 34.510 for teachers’ effectiveness. This implies that there is a positive influence of

observation supervisory method on teachers’ effectiveness to a great extent.

Research question 2: To what extent does records keeping influence teachers’ effectiveness in public secondary schools in Akwa Ibom State?

Table 2: Mean and Standard Deviation Analysis of influence of records keeping internal supervisory method on teachers’ effectiveness

Variables	N	Mean	Std	Remark
Record keepiing	300	17.913	1.419	Very great extent positive
Teacher effective	100	34.510	1.714	

The Table 2 shows a mean and standard deviation influence of records keeping internal supervisory method on teachers’ effectiveness. The result shows that observation has a mean score of 17.913 as against 34.510 for teachers’ effectiveness. This implies that there is a positive influence of

records keeping internal supervisory method on teachers’ effectiveness to a very great extent.

H0₁: There is no significant influence of observation on teachers’ effectiveness in public secondary schools in Akwa Ibom State.

Table 3: t-test analysis of influence of observation internal supervision method on teachers’ effectiveness

Variables	df	t-cal.	p-cal.	Remark
Observation	298	2.336	.022	Significant
Teacher effective	98			

Table 3 shows a computed t-cal. of 2.336 with 298 and 98 degrees of freedom as well as the p-value of .022. Since the p-value is less than 0.05 level of significance, the null hypothesis which state that there is no significant influence of observation internal supervision method on teachers’ effectiveness in public secondary schools in Akwa

Ibom State is rejected. This means that there is a significant influence of observation internal supervision method on teachers’ effectiveness in public secondary schools in Akwa Ibom State.

H0₂: There is no significant influence of records keeping on teachers’ effectiveness in public secondary schools in Akwa Ibom State.

Table 4: t-test analysis of influence of records keeping internal supervision method on teachers’ effectiveness

Variables	df	t-cal.	p-cal.	Remark
Records keeping	298	2.513	.014	Significant
Teacher effective	98			

Table 4 shows a computed t-cal. of 2.513 with 298 and 98 degrees of freedom as well as the p-value of .014. Since the p-value is less than 0.05 level of significance, the null hypothesis which state that there is no significant influence of records keeping internal supervision method on teachers’ effectiveness in public secondary schools in Akwa Ibom State is rejected. This means that there is a significant influence of records keeping internal supervision method on teachers’ effectiveness in public secondary schools in Akwa Ibom State.

attributed to the fact that when teachers are aware of the fact that their activities are observed and would be probed if they are not meeting the demands, they setup - trying to put more of their time to meet their day-to-day tasks in order to avoid probing. It is this awareness of the observation internal supervisory activity that result to a positive influence. Principals, vice principals or head teachers observation activity enhances successful daily activities of the school teachers, where school heads seem pay informal or unannounced classroom visit to teachers, checking their activities mostly to instructional work, it is this observation enhancement process of school daily activities that result to a significant influence of teachers effectiveness. This finding is in line with Alumode and Awulor-Hephzibah (2020) findings of their study on internal supervision of instruction on improving Teacher performance in secondary schools in Edo State, which reveals that classroom visitation, observation technique, and evaluation technique have a positive influence on teacher performance in secondary schools in Edo State. Therefore, it could be concluded that observation internal supervision is a tool to which school principals should use to enhance effectiveness of the teachers in order to attain educational objectives.

Summary of Findings

1. There is a positive influence of observation strategy on teachers’ effectiveness to a great extent.
2. There is a positive influence of records keeping strategy on teachers’ effectiveness to a very great extent.
3. There is a significant influence of observation strategy on teachers’ effectiveness in public secondary schools in Akwa Ibom State.
4. There is a significant influence of records keeping strategy on teachers’ effectiveness in public secondary schools in Akwa Ibom State.

DISCUSSION OF FINDINGS

Observation Strategy and Teachers Effectiveness

Result of analysis in Table 3 shows a t-cal. index of 2.336, indicating that there is a significant influence of observation strategy on teachers’ effectiveness in public secondary schools. In testing hypothesis one, since the p-val. is less than 0.05 level of significance, the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, a significant influence of observation internal supervision method on teachers’ effectiveness in public secondary schools was established. The finding coming out this way is

Records Keeping Strategy and Teachers Effectiveness

Result of analysis in table 4 shows a t-cal. index of 2.513, indicating that there is a significant influence of records keeping as internal supervisory method on teachers’ effectiveness in public secondary schools. In testing hypothesis one, since the p-val. is less than 0.05 level of significance, the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, a significant influence of records keeping internal supervision method on teachers’ effectiveness in public secondary schools was established. The finding coming out this way is

attributed to the fact that one of the school quality control mechanisms used to control the excesses of staff is records keeping. These records span from time book, movement book, lesson note, log book etc. These relevant records show the activities of the teachers in schools. When principals or school heads take appropriate investigation and timely use of these records, they would serve as guides to detect the impropriety activities of staff, where principal can rightly probe or correct the wrong behaviour of such teachers. It is this detective method in the use of records keeping that help teachers to be active, diligent and dedicated to their tasks, which result to positive influence of teachers' effectiveness. Also, records keeping provide necessary support to principals for smooth running of day to day activities in school, whereby facilitate systematic manner of personnel integrity. It is these supports and facilitation of integrity that result to a significant influence. This also means that to ensure a smoothly running of the school and regulating the activity of the personnel, records keeping play an essential role in order to ensure orderliness and discipline in the school. This findings is in line with Danladi *et al.*, (2022), which asserted that without keeping appropriate, adequate and relevant school records, there would not be an effective and efficient administration in schools, whereby record keeping serves as a document customs and traditions which guide the teachers and school head from time to time. This confirm the findings of Manjo *et al.*, (2023) that record keeping internal supervision enhances teachers' classroom instruction, their level of subject-matter expertise, and their professional growth as teachers. It may be concluded that to regulate the behaviour, activities, and reshaping the attitude of teachers, record keeping is pivotal. The absenteeism, lateness, negligence and truancy behaviour of teachers are detected through records keeping. It is these highlighted claims of records keeping that result to a significant influence of teachers' effectiveness in public secondary schools in Akwa Ibom State, Nigeria.

CONCLUSION

It was concluded based on the findings of the study that internal supervision significantly influence teachers' effectiveness in public secondary schools in Akwa Ibom State, Nigeria. The study found that observation and records keeping have significant influence on teachers' effectiveness in public secondary schools, Akwa Ibom State. The study would be immense benefit to the teachers, principals, as well as researchers for further studies.

Educational Implications of the Findings

The findings of this study has revealed that, internal supervision characterized by observation and records keeping positively influence teachers'

effectiveness. The educational implications of these findings could be summarized thus: that school effectiveness is the anchor obligation of the principals, as such, the ineffectiveness of the school is rather be blamed on the principals. It therefore implies that, the principals need to be proactive properly through effective internal supervisory techniques for the day-to-day school activities, so as to attain the expected educational goals. In another way, the implication of this result is that, if school principals possess effective supervisory skills, as outlined in the study, they will influence teachers to be effective, thereby creating quality school environment, improving teachers' instructional activities, and maintain ethical and good manner in the school community through the use of records, as well as realizing quality well-being and learning outcome of the students.

Contribution to Knowledge

The findings of this study will contribute to knowledge in the sense that, many researchers in different places and times have conducted studies on issues of teachers' job performance challenges, using variables other than internal supervision and teachers' effectiveness. In addition, the attitude of the school teachers to respond to principals supervision feedback is not common with most studies reviewed, which make the study a novel and unique one. Therefore, studying teachers' effectiveness in the light of cognitive variables, such as observation and records keeping, which is referred to as internal supervision methods, has filled an existing gap in knowledge and information, as other researchers literary consider them. This study has provided literature and empirical evidence that would serve as a reference material to researchers for further studies. The findings of the study would also help stakeholders in education system: teachers, principal and the government in assessing and attaining effective supervision as this will help them to be able to manage the learners and attain quality educational objectives.

RECOMMENDATIONS

It was recommended based on the findings of the study that:

1. Principals should always be proactive in carrying out informal classroom observation, since it helps in encouraging teachers' effectiveness and enhance the attainment of educational objectives.
2. School heads should always supervise record keeping, since it helps in making staff alerted to their tasks as well as enhancing teachers effectiveness.

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