



Contribution of School Supervision towards Predicting ... (Kaikai & Haruna (2022))

Contribution of School Supervision towards Predicting Secondary School Students' Achievement in History in Northwest States of Nigeria

¹Abubakar Hamza Kaikai, Ph.D.

Email: ahkaikai8@gmail.com

Tel: 08033433945

²Abubakar Sadiq Haruna, Ph.D.

Email: asharuna@fugusau.edu.ng; drashm72@gmail.com

Tel: 07066994040

¹Department of Education, Maryam Abacha American University of Niger, Maradi

²Department of Educational Foundations, Federal University Gusau, Zamfara State, Nigeria

Abstract

The study examined the contribution of school supervision towards predicting secondary school students' achievements in History in Northwest states of Nigeria. To achieve this, the researchers employed correlational design in which one research question with a corresponding hypothesis was analyzed. The population of the study comprised of 73 history teachers and 49 principals of all the public senior secondary schools (offering history) in Kano, Katsina and Sokoto states. The instrument for data collection was School Supervision Questionnaire (SSQ) with reliability coefficient of 0.948 and proforma for gathering student's (WASSCE) results in history for 10 years (2010 -2019). Sample of the study consisted of all the 49 school principals and 73 history teachers who were selected following a purposive sampling technique. Whereas, mean and standard deviation were used to answer the research question, Linear Regression was employed in testing the null hypothesis, respectively at 0.05 significance. Results of the analysis revealed that school supervision was not a potent predictor of students' achievement in history in the Northwest States of Nigeria. Therefore, the study recommends that principals and history teachers should ensure effective monitoring and supervision of historical pedagogy in the public senior secondary in the region.

Keywords: School Supervision, Senior Secondary Schools, Northwest States, Academic Achievement, Historical Instructions

Introduction

Supervision is an integral aspect of education that help regulate school's programmes and activities. Arong and Ogbadu (2010) defined supervision as a process which aims to support, ensure and develop the knowledge, skills and values of the person being supervised. According to Hawkins and Shohet (2012), Supervision is a process by which one worker is given responsibilities by the organization to work with another worker(s) in order to meet certain organizational, professional and person's objectives which together promote the best outcomes for service users.

Inskipp and Proctor (2010) were of the view that, the assigned or designated supervisor may be a manager, colleague or external consultant/contractor or a combination of these was there is a mixed arrangement. School supervision according to Beycioglu and Dommes (2009), is



Contribution of School Supervision towards Predicting ... (Kaikai & Haruna (2022))

defined as an administrative inspection that lays emphasis on administrative monitoring, enforcement and control. Snow (2009) opines that clinical supervision of school provides support to teachers by assisting them with skills in self-assessment. According to Okendu (2012), functions of school supervision are as follows: working closely with teachers to establish the problems and needs of students; building strong group morale and securing effective teamwork among teachers; providing assistance to teachers so as to develop greater competence in teaching; assisting newly posted teachers to translate theories into classroom practice; working with teachers to identify and analyze learning difficulties of students and helping in planning effective remedial instructions; evaluating teaching effectiveness in terms of students' growth and educational objectives; provision of guidance and advice related to curriculum development and Innovations.

Supervision occupies a unique place in the entire education system and it becomes absolutely expedient to give it prominent attention in improving the techniques of teaching in the classroom through democratic interactions between teachers and supervisors (Okendu, 2012). According to the National Open University of Nigeria (2013), supervision provides opportunities for teachers to be groomed through critical study of instructional processes and interactions to carry out their teaching duties within professional codes of conduct. processes and classroom interactions to carry out their teaching tasks in line with professional codes of conduct. If schools are not supervised adequately, it will have inimical effects on the students' output and the educational objectives may not be employed to ensure qualitative and quantitative service delivery by the teachers.

Since supervision constitutes the leverage point for instructional improvement, teachers' competence and efficiency of the educational system, an unsupervised instruction may mar the standard of education. Thus supervision helps a lot in improving academic achievements of students. This is because supervision aims at enhancing teaching and learning through proper guidance and planning, and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is both improved and well-articulated (Okendu, 2012). The ultimate reason for classroom supervision is for enhancing teaching quality and leading to increased students' learning. The direct evaluation of classroom instruction by external and internal supervisors is justifiable but the approaches and methodologies employed do not support growth and development of teachers and students, most worsening is unavailability of feedback from evaluation if and when it is done (Sule, 2013).

The overall purpose of supervision is to help teachers improve, and this improvement could be on what teachers know, the improvement of teaching skills, as well as teachers' ability to make more informed professional decisions (Sergiovanni & Starratt, in Sule, 2013). Supervision is thus "an organizational function concerned with teachers' growth, leading to improvement in teaching performance and greater students' academic achievements" (Nolan & Hoover, 2008). It is clear that continuous improvement of methods and skills is necessary to every professional, thus making the professional developments of teachers highly important they added.

Several studies on effectiveness of instructional supervision by principals of secondary Schools in Delta State, Nigeria abound. In a study by Asiyai (2011) on effectiveness of instructional supervision strategies for secondary schools and their effect on gender, school location and type of school; one research question and three hypotheses were analyzed. Fifty principals, 36 subject heads and 480 teachers were sampled from public secondary schools in Delta



Contribution of School Supervision towards Predicting ... (Kaikai & Haruna (2022))

North Senatorial District following multi-stage sampling techniques. Descriptive statistics (frequency counts and percentages) and t-test were used to analyze the data collected via a questionnaire. Results of the analysis showed that effective strategies for instructional supervision include the following: classroom visitation and observation, pre- and post-supervision conferences between school administrators and teachers, field trips and periodic review of teachers' course notes. The relevance of this finding to the present research is obvious more especially that it provides the impetus to further understand the rubrics of school supervision and students' academic performance in secondary particularly in external examination.

In another study, Rosalian et.al. (2015) carried out a study on the skills used by school heads in supervising instruction in Kenya's Certificate of Secondary Education (KCSE), in Public Schools in Machakos County. The researchers adopted a correlation research design in which involve 270 schools and the sample for the study was 41 schools with their head teachers. Data were collected following quantitative and qualitative techniques. Data obtained was analyzed using t-test and PPMCC statistics, and a coefficient value of 0.7289 was obtained. Findings revealed significant relationship between supervisory skills and students' academic achievements; and between supervisory skills used by principals and student academic achievement at KCSE in Machakos County. This indicates that academic performance is determined by the application of teaching skills by principals. Therefore, the authors recommended that trainee teachers in colleges and universities be exposed to capacity building in order to enhance better performance in KCSE. Although the setting where this study was carried out differ from the present research, the findings show the potential association between supervisory skills of school managers and students' performance, which are core variables in the present study.

Usman (2015) conducted a research on the impact of instructional supervision on academic performance of secondary school students in Nasarawa state, Nigeria. The researcher employed descriptive survey method and covered 58 schools and 525 teachers in Nasarawa North Senatorial District during the 2012/2013 academic session. Sample was selected following simple random sampling technique to arrive at 92 teachers. The author used a questionnaire titled "Instructional Supervision on Students' Academic Performance Questionnaire" to collect data. Analysis of the data obtained via PPMCC found significant relationship between regular instructional supervision and academic achievements of students in secondary schools. This study is related to the present research because both see the linkage between instructional supervision and students' academic achievements in secondary schools.

A similar research was carried out by Yusuf (2012) to determine the relationship between principals' supervision of instruction and students' performance in public secondary schools in Nakuru Municipal, Kenya. In the study, causal-comparative (ex-post facto) design was used and following purposive sampling technique, 19 school principals were selected as respondents. The instrument used for data collection consisted of items on personal data, professional training, preparation, supervisory activities embarked on and so on. Results of the study revealed that most of the school heads who are male had little or no expertise in carrying out the assignment. In addition, capacity building training for teachers was inadequate and the supervision of instructions had no influence on academic achievement of students. Therefore, the researcher offered recommendation that more females be engaged as heads of schools, and that prior training be organized for would be principals to enable them know the neaty-greety of the job. The research



Contribution of School Supervision towards Predicting ... (Kaikai & Haruna (2022))

is related to this study because it has to do with instructional supervision and students' performance as this study too is looking at relationship between instructional supervision and students' academic achievements in History in secondary schools in North-Western Nigeria.

Adam (2017) studied student perceptions and experiences of history teachers; school results in history in secondary schools in the Kigoma region of Tanzania. The study focused on teachers' perceptions of the meaning of history teaching and learning, teaching methods, perception of how students learn history, perception of learn ability of History, and perceived challenges. About fifteen history teachers from seven secondary schools took part in the study. Data was collected through semi-structured interviews. The data was analyzed using the content analysis method. The results indicated that teachers strongly perceived history as an important subject in secondary education. They recognized the use of teacher-centered and learner-centered teaching methods in teaching history, with increased use of teacher-centered methods. The study recommends that priority should be given to capacity building for teachers in form of in-service training and ensuring that materials for effective pedagogy are provided in schools. When viewed from the perspective of history pedagogy, teaching materials are no doubt essential for the realization of learning outcomes, which is a major focus of the present study.

It is a known fact that the teaching and learning of History is a strong factor of unity, patriotism and tolerance, which implies that History has the ability to influence a person's future status in the society. Disappointingly, the teaching and learning of this important subject is faced with myriads of problems. Prominent among the problems is the massive failure of History students in the West African Senior Schools Certificate Examination (WASSCE) from 2010, 2011, 2012 and 2013 in North-Western Nigeria comprising Jigawa, Kano, Kaduna, Katsina, and Kebbi, Sokoto, and Zamfara states. The percentage of credit passes of these states in history were: Jigawa State 25.17%, 19.89%, 27.87% and 35.8%, Kano State 19.02%, 13.36 %, 26.99% and 33.33 %, Kaduna State 40.74%, 50.85%, 52.85%, and 57.65%, Katsina State 15.34%, 10.45%, 11.72%, and 20.32%, Kebbi State 40.03%, 32.83%, 22.33% and 71.74% Sokoto State 12.46%, 11.7%, 3.05% and 36.23% with Zamfara State having 31.09%, 31.48%, 17.59% and 19.03 % respectively (WAEC 2020).

It could be seen from the above data that the poor achievements of students in History in North-Western States of Nigeria has been a source of worry to all stakeholders in education sector, considering the huge resources parents and governments invest in educating their children which at the end no commensurate achievements are recorded. There is a growing concern in the society about the realization of secondary schools' education objectives due to the steady decline in students' academic achievements in History, which depicts non-realization of unity and tolerance assurance in secondary schools. In view of this, the present study aimed at examining the contribution of school supervision towards predicting secondary school students' achievement in history in Northwest States of Nigeria.

Research Question

To what extent does supervision of history instructions predict students' academic achievement in public senior secondary schools of the northwestern states of Nigeria?

Hypothesis

There is no significant contribution of school supervision towards predicting secondary school students' achievement in history in Northwest States of Nigeria.



Contribution of School Supervision towards Predicting ... (Kaikai & Haruna (2022))

Methodology

The research design adopted for this study was co-relational survey design. This research design describes degrees at which variables are related. It involves collecting data in order to determine whether or not and to what degree a relationship exists between two or more quantifiable variables (Haruna, 2010). Co-relational research design was used to determine the relationships that exist among planning of History teaching, Administration of History teaching, supervision in History teaching, Allocation of History teaching facilities, maintenance of History teaching facilities and academic achievements in history among public senior secondary schools' students in Northwest States of Nigeria.

The area of the study was Northwest States of Nigeria which was created on 27th August, 1967 from the Northern region of Nigeria. It has a total landmass of about 279, 203 km² located at latitude 6030, N to 1400, N and longitude 8030, E to 150 0, E with population of 18,971,965 (Tukur, 2015). North-Western Nigeria at present comprises of seven states, namely: Jigawa, Kano, Kaduna, Katsina, Kebbi, Sokoto and Zamfara states, with their capitals as Dutse, Kano, Kaduna, Katsina, Birnin Kebbi, Sokoto and Gusau respectively. The region is mostly known for the production of crops and livestock which contribute greatly to the economy of the country. (Jelili, et.al. 2008).

Five States were selected for the study for a number of reasons. First, they share similar culture and educational experience. Secondly, these states have the same historical background, having existed together as North-Western state from 1967 to 1976. From 1976 the North-Western States were divided into the three States of Kaduna, Sokoto and Kano. These were later divided into Kano, Kaduna, Sokoto, Katsina and Kebbi States. More recently, Jigawa State Zamfara State were created from Kano and Sokoto States respectively in 1996 making it the sixth and seventh state in North-Western Nigeria. These States share same educational system with other states in the country with the same secondary school curriculum. The states also present their senior secondary school students for external examinations of the West African Examinations Council (WAEC) and the National Examinations Council (NECO) as obtained in other states of the federation.

Population means the total number of respondents that were used in a study. The population of this study therefore, comprised all principals(49), History teachers(73) and (40207)students in all the public senior secondary schools offering History in North- Western Nigeria; Namely; Kano, Katsina and Sokoto states. The total number of public Senior Secondary Schools offering history in the three states of the North-Western Nigeria is:

Table 1. Population of the study

States	School (N)	Principals (N)	Teachers (N)	Students (N)
Kano	23	23	33	56371
Katsina	21	21	35	24962
Sokoto	05	05	05	8874
Total	49	49	73	40207

Source: Fieldwork 2022.

The schools were those that presented candidates for the West African Senior School Certificate Examination (WASSCE) in History between 2010 and 2020 in North- Western Nigeria.



Contribution of School Supervision towards Predicting ... (Kaikai & Haruna (2022))

The study adopted purposive sampling of all the public senior secondary schools offering History across North West States of Nigeria with the exception of Jigawa state whose demography on history teaching was not accessible to the researcher, Kebbi state that offered Civic Education in place of history, Kaduna and Zamfara states due to insecurity. The entire population of the schools was studied because of their relatively small size. The schools would purposefully be studied because they met the research purpose of studying History as a subject, specialized History teachers and presented students for WASSCE Examination in History. Therefore, the Principals and History teachers of these schools served as required sample size of the study. Thus, Kano State with 23 public secondary schools that offered History, have 23 principals and 33 history teachers, while Katsina State with 21 senior secondary schools have 21 principals with 35 History teachers respectively and Sokoto State have 5 secondary schools offering History with 5 school principals and 5 History teachers (Federal Government of Nigeria, 2019). Table below shows the number of schools offering History, principals and number of History teachers in Kano, Katsina, and Sokoto states.

Table 2: Demography of schools offering history in North-Western Nigeria

States	Schools (N)	Principals (N)	Teachers (N)
Kano	23	23	33
Katsina	21	21	35
Sokoto	05	05	05

Source: Ministry of Education of each state (2022).

The instruments used for data collection was School Supervision Questionnaire (SSQ) and Proforma for collecting students' WASSCE History results for 10 years (2010 to 2019). The SSQ has 25 items. The scale was structured on a five – point rating scale. Each scale contains a set of items, which are appropriately equal in their value loading. The respondents were asked to respond to the statements with varying degrees of intensity. The scale of response is given by weights, as follows: Strongly Agree (SA)= 5; Agree (A)= 4; Undecided (U)= 3; Disagree (D)=2; Strongly Disagree (SD)= 1. The respondents (Principals and History teachers) were required to tick (✓) the option that best described their responses. Results of students' performance in History in WASSCE for Kano, Katsina and Sokoto states from 2010 to 2019 were collected from each of the senior secondary school offering History in the three states by use of the profoma.

The instrument was validated by four lecturers who are experts in Educational Administration and Planning. The validators consequently assessed the questionnaires in terms of clarity of expression, relevance of the items, appropriate use of language, mode of responses and relevance of instruments to the study. The instruments were improved upon and upgraded from 32 to 25 items based on the experts' advice and comments. Following a test retest reliability procedure, five Principal and 25 history teachers were administered the moderated version of SSQ twice within an interval of two weeks. The correlation coefficient between the two sets of scores was calculated by the use of the Pearson Products Moment Coefficients. A value of 0.871 was obtained which showed high reliability of the instrument. This showed that the items on the questionnaire were stable, hence highly reliable.

The copies of the questionnaire were distributed with the help of seven research assistants; two from Sokoto, three from Kano and two from Katsina. Data was collected by administering the questionnaires to the respondents. The researcher with the help of the seven trained research assistants



Contribution of School Supervision towards Predicting ... (Kaikai & Haruna (2022))

across the sixty three public secondary schools that offered History subject in the three states (Kano, Katsina and Sokoto) distributed the questionnaires to respondents. The researcher and the assistants went round the Senior Secondary Schools offering History in these states and administered the SSQ to principals and History teachers, while only principals were given Proforma.

To answer the research questions, responses of participants to the items on SSQ were analyzed with mean and standard deviation. Mean contribution was obtained from the difference between the mean scores of predictor and dependent variables. The value obtained was used to assess the extent to which the independent variable (IV) contributed toward predicting the dependent variable (DV). Hence, mean contribution greater than zero was considered to be a potent predictor, while mean contribution less than zero (-0) was not a potent predictor of students' achievement. So therefore, mean contribution of the predictor variable was employed to answer the research question and regression analysis was used to test the hypothesis at 0.05 level of significance.

Results

Research Question

To what extent does supervision of history instructions predict students' academic achievement in public senior secondary schools of the northwestern states of Nigeria?

Table 3: Descriptive Statistics showing extent to which supervision of history instructions predict students' academic Achievements in History

Variables	N	Min	Max	Mean	SD	Mean contribution
Supervision	122	1	5	3.98	0.814	0.01
Academic Achievement	49	1	5	3.97	1.250	

Table 3 above shows mean, standard deviation and mean contribution of the extent to which supervision of history instructions predict students' achievement in history. The mean score of responses on supervision of instruction is 3.98 and standard deviation 0.814 while Academic Achievement is 3.97 and standard deviation score recorded at 1.250 with mean contribution of 0.01. This reveal that supervision of history instruction relatively contributed towards predicting students' achievement in SSSCE in history.

Hypothesis Testing

There is no significant contribution of supervision of historical instructions towards predicting students' academic achievement in history in senior secondary school of the northwestern states of Nigeria.

Table 4: Linear regression analysis on extent to which supervision of history instructions predicts senior secondary school students' academic achievement in history

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std Error	Beta	t	Sig.
1					
(Constant)	4.524	.829		5.457	.000
Planning of Instructions	-.151	.221	-.099	-.683	.498
R	.099 ^a		Sum of Squared Residual	74.323	
R ²	.010		F-Statistics	.466	
Adjusted R ²	-.011		Std Error of Estimate	1.258	
Sample	122		Included Observations	49	

a. Dependent Variable: Academic Achievement in History



Contribution of School Supervision towards Predicting ... (Kaikai & Haruna (2022))

Table 4 above provides the results of linear regression on the contribution of supervision of history instructions towards predicting academic achievement in history among public senior secondary school students in North West States of Nigeria. Judging from the analysis of linear regression presented in the table, supervision of historical instructions was not a potent factor ($B = -.151$; $t = -.683$) and therefore does not significantly predict senior secondary school students' achievement in history ($F = .466$ at $P.498 > .05$). Hence, the null hypothesis, which states that, there is no significant contribution of supervision of historical instructions towards predicting students' academic achievement in history in public senior secondary school of the Northwestern states of Nigeria, is hereby upheld.

Discussion of Finding

The result of the regression analysis showed that supervision of history instructions did not significantly predict senior secondary school students' academic achievements in history in the North-Western Nigeria. This implies that, while the senior secondary schools in the study area may be taking appropriate supervision measures to ensure successful implementation of History curriculum in their classes, such measures were not potent enough to predict success in SSCE. This finding deviates from the finding by Usman (2015) that supervision of any education activity takes almost 50% of the positive efforts toward successful implementation. This finding also disagreed with that of Okendu (2012) that supervision of educational activity complemented the planning and administration. Nwakpa (2010) argued that the supervision of any educational activity in the senior secondary schools setting should start with schools' principals. Likewise, the History teachers in their respective classes can complement the principals' efforts. This agreed with the conclusion drawn by Asiabaka (2014) that supervision was a collaborative effort between principals and teachers, thereby, supervision stimulates, directs, co-ordinates, and cultivates good interactions for effective achievement of the set goals in any school subject. In another study conducted by David and Alan (2012), it was established through the finding that effective supervision ascertained teachers' effectiveness in classroom activities to an expected level. The study showed further that effective supervision had embedded corrective application of wrong methods of teaching and procedures in the discharge of teaching tasks. Supervision of teaching History in the Senior Secondary Schools in the North-Western Nigeria, influenced students' academic achievements in History.

Conclusion

The present study concludes that although, school supervision may have relatively contributed to students' achievement in SSCE however, the contribution was not significant and potent enough to predict achievement in history in Northwest States of Nigeria.

Recommendation

School principals and history teachers in the public senior secondary schools in Northwest states of Nigeria should ensure that effective supervision of historical pedagogy is done in line with professional standard in order to yield better students' academic achievements in history.

References

- Arong, E.E. & Ogbandu, M.A. (2010). Major causes of Declining Quality of Education in Nigeria. Administrative perspective: A case study of Dekina Local Government Area. *Canadian Social Science*, 6(3), 61-76.



Contribution of School Supervision towards Predicting ... (Kaikai & Haruna (2022))

- Asiabaka, I.P. (2014). The need for effective facility management in schools in Nigeria. *New York Science Journal*, 2(4)21 – 45.
- Asiyai, R. I. (2011). An investigation on effectiveness of instructional supervision of secondary school principals in Delta state. *Nigerian Journal of Education Administration and Planning (NJEAP)*, 6(1), 118 – 191.
- Beycioglu, K. & Dommes, B. (2009). Rethinking education supervision. *Journal of the Faculty of Education*, 10(2), 71-93.
- David, L. & Alan, B. (2015). Enriching History Teaching and Learning Challenges, Possibilities, Practice. *Proceedings of the Linköping Conference on History Teaching and Learning in Higher Education*, 25th – 29, October 107.
- Haruna, A.S. (2010). *Research methods: a simple guide to educational inquiries*. SK Amodu.
- Hawkins, P. & Shohet, R. (2012). *Supervision in the helping professions*. (4th edition). Open University Press.
- Jelili, M. O., Adedidu, A. A. & Egunjobi, L. (2008). Agriculture and Population of North- East Nigeria. *Journal of Social Science*, 16(2), 135.
- Nolan, J.F. & Hoover, I.A. (2008). *Teacher supervision evaluation: The organization into practice* (2nd ed). John Willey and sons inc.
- Nwakpa, P. (2010). *Effect of Ineffective Supervision on Academic Performance of Secondary School Students in Ohaozara L.G.A of Ebonyi State*. Unpublished M.Ed thesis Faculty of Education, University of Lagos.
- Okendu, J. N. (2012). The Influence of Instructional Process and Supervision on Academic Performance of Secondary School Students in Rivers state, Nigeria. *Academic Research International Journal*, 3(1), 147-151.
- Snow-Gereno, J.I. (2008). Leaking supervision .A reflective frame work for negotiating tensions within occupational and reprocedural foci for teachers development. *Teacher and Teacher Education*, 24(1), 1502-1515.
- Sule, M. (2013). The influence of the principals' supervisory demonstration strategy on teachers, job performance in Nigeria secondary schools. *Journal of Humanities and Social Scores* 2(1), 39-44.
- Usman, Y.D. (2015). The impact of instructional supervision on academic performance of secondary schools' students in Nassarawa State, Nigeria. *Journal of Education and Practice*, 6 (10), 160-165.
- West African Examination Council (WAEC). (2020). *Chief Examiner's Reports*. WAEC
- Yusuf, A.F. (2012). Influence of principals' leadership styles on student academic achievements in secondary school in Osun State, Nigeria. *Journal of Innovative Research in Management and Humanities*, 3(1), 113 – 121.