

Effective Supervision of Suleija Local Government Secondary Schools as Determinant of Educational Transformation by School Administrators in Niger State, Nigeria

Oke, T.I.

*Department of Educational Foundations,
Faculty of Education,
University of Jos
oketolu66@gmail.com
08036042951*

Abstract

This paper investigated the role of school administrators in transforming teaching through effective supervision of secondary schools in Suleja Local Government Area of Niger State. The study examined standards of supervision, teaching and learning in schools and how problems militating against effective supervision can be improved. The study adopted survey research design. A total of 10 principals, 50 teachers and 100 students served as the sample population for the study. A self developed Principal's Supervision Role Questionnaire (PSRQ) was the instrument used for data collection. Analysis of data was implemented using simple descriptive statistics as; simple percentages, mean, standard deviation and Tables. While Pearson Product Moment Correlation (PPMC) statistical tool was used to test the hypotheses. Findings of the study revealed that the standard of teaching and learning in most secondary schools are poor in Suleja Local Government Area due to absence of basic facilities .The major challenges were observed included Teachers' poor attitude to work, lack of cordial relationship between principals and teachers, inadequate finance and materials to run schools effectively and principals' poor attitude to work. The role of school administrators in transforming teaching and learning included effective monitoring of teachers,

monitoring and supervision of students academic progress and principals dedication to duty. Based on the findings it was recommended that to improve the standard of teaching and learning in schools principals should carry out the above mentioned roles effectively. Other suggestions include making available enough finance for smooth running of schools, provision of all necessary instructional materials and teachers' development of good attitude towards their job.

Introduction

In today's keenly competitive global environment, schools and institutions of learning are entrusted to produce quality human capital that is able to participate and cope with changing market demands. It quality teachers are to produce quality students and then it is perhaps pertinent that we investigate the critical role of school heads as supervisors of the teaching and learning process. School heads are "sense makers" of learning organizations. In such an equation, school heads must ensure that improved student learning becomes the primary function of all schools.

Moreover, instructional leaders ensure effective teaching takes place as quality teachers beget quality students therefore, school heads must hold teachers accountable for providing quality education that puts forward well-planned curricula and teaching strategies that take into consideration the diverse needs of all kinds of learners in their classrooms. This brings forth the role of the school head as a teacher, evaluator and supervisor of the teaching /learning process. Zepeda (2007) noted that the school heads need to provide formative instructional supervision so that continuous and constructive feedback is constantly communicated to teachers.

Olivia (2006) stressed that the word 'supervise' brings along with it various connotations such as to 'watch over', 'oversee' and direct. In the school environment the school head is often seen as the person responsible for the supervision of not

only the school teachers but also all other aspects of school administration. In the teaching and learning agenda, the school supervisors are usually the school heads, senior assistants to the school head, instructional head teachers, department heads, and master teachers

According to Komoski (2007), supervision is a leadership instructional act in which ultimate aim is to improve classroom instruction. Besides helping to enhance teaching and learning process it is also seen as a process that ensure the formal curriculum is implemented in classrooms. More importantly, the supervisory process should provide teachers with constructive feedback leading to increased teacher motivation. There is also not denying the fact that the supervise process assists school heads evaluate teacher competency in terms of teachers' knowledge, skills and attitudes.

Holland & Adams (2002) highlighted that right supervision supported with teaching and professional development enhances personal and collaborative enquiry, promotes critique, and contributes to an evolving pedagogy. Supervision is not autocratic but collaborative and interactive. Furthermore, it is not directive but democratic. It is also of more teacher-centered rather than being an authoritative supervisor-centered activity. Olivia (2006) puts it aptly that the supervisor can be seen as "a teacher of teachers. One of the most difficult jobs of the school administrator is supervision of staff. Olivia (2006) further adds that formative supervision is a process where the school administrator assists classroom teachers improve teaching instruction to enhance student learning. School heads need be reminded that formative supervision is more than just routine classroom visits and evaluation of the teaching and learning process. It includes aspects such as goal setting, follow-up visit, monitoring and coaching, continuous feedback on progress and provision of additional support to implement changes and professional development opportunities.

There are three main types of supervision: directive, non-directive and collaborative. Direct supervision is an approach based on the belief that teaching consists of technical skills with known standards and competencies for all teachers to be effective. Therefore in such a context, the role of the supervisor is to inform, direct, model and assess those competencies. Such supervision is perhaps best applied to the novice teacher who needs more guidance. In contrast to this, is non-directive supervision which is based on the premise that learning is basically a private experience and hence teachers must have the ability to conduct self-reflection and come up with their own strategies and solutions to improving their teaching and learning process. Here the supervisor's role is to listen and not be judgmental. Finally, collaborative supervision is based on the belief that the teaching and learning process is a dynamic process requiring decision making and problem solving skills. Hence two or more persons can jointly pose hypotheses to a problem, experiment and implement those teaching strategies that appear to be most relevant in their own surroundings. Here, the supervisor's role is to be an active member of the interaction and guide the problem-solving process and help teachers make decision on their common problems.

Zepeda (2007) noted that though teacher evaluation is summative, it should at times be downplayed in the merit rating card if the true benefits of formative supervision are to be reaped by all teachers concerned. Therefore, school heads must look into an approach that can help them evaluate teachers and simultaneously avoid creating a psychological obstacle to their further development.

At the school level, supervision is normally done by principals, headmasters or senior teachers empowered by authority. During supervision, principals could detect some malfunction or problems cropped-up in the school system. Generally, the supervisors' duties are to guide, upgrade teaching performance as facilitators and boost teachers' morale. Teacher supervision is a critical issue in educational

leadership. It involves lots of leadership aspects, identifying, supervision, teacher's skills, students' performance, effectiveness of school types and technical skills. Therefore, the role of a school administrator or a principal is to supervise, plan, develop competitive strategies for the school. Thus, a principal's duty is very challenging and should be able to differentiate between administrative duty and management task.

The educational improvement committee for schools under Nigerian Ministry of Education (2009), argued that the principal's prime role is educational leadership, i.e. school administrator must be effective. Principals should be efficient and spend most of their time in organizing learning activities in schools, maintaining and ensuring effective school supervision, acting as consultants, adviser and coordinator for teaching and learning activities in schools. Principals should spend more time with teachers and student's, professional activities, not only working in their rooms, issuing memos and directive or circulars but on other school related issues. In relation to that, Glickman (2009) found that educational supervision is a dynamic process in education aimed at improving quality of teaching and learning. One of the roles that principals need to play is to be able to carry out the best educational leadership possible.

According to Adekeye (2009), it is a must for principals to conduct teaching supervision in their respective schools. Other than principal, the task may be delegated to senior assistants, afternoon supervisors and head of departments. School administrators as educational supervisors' duty encompasses three important aspect i.e. curriculum implementation, preparation of teaching material and improving teachers professionalism in respective schools. In an effort to improve quality of education, school principals must devote special attention to teachers teaching task.

Glickman (2005) opined that administrators should determine if teachers are using the numerous formative measures include ongoing teacher monitoring of student progress during the lessons, practice sessions, and on daily

assignments. Bellon (2007) opined that teachers who monitor progress as part of their teaching have all students perform some observable behaviour congruent with the objective of the lesson while they check the behaviour. They analyze the correctness and completeness of the responses and determine if it is necessary to re-teach certain segments of the lesson before they move on. Once this is completed they proceed to the next concept-teaching, re-teaching if necessary, and providing the necessary practice

According to Acheson and Gall (2007), the quality of student performance is directly related to the quality of classroom instruction. To accomplish this, the instructional supervisor must be able to plan and deliver effective staff development programs. The leadership needs to insure that staff development efforts have the appropriate financial resources; adequate time set aside to plan, conduct, and implement the programs; and time for staff to practice the new skills. Collaboration of teachers and supervisors will enhance the staff development program and lead to improved student learning.

The Problem

Over the years, there has been a general public outcry on the poor standard of teaching and learning at the secondary school level. The poor standard of education acquired by students in secondary school is a matter of great concern among stakeholders is disheartening indeed that most secondary school students hardly read and speak English language effectively due to the poor standard of education in our secondary schools. Currently, it appears most principals have neglected their duties in the area of educational supervision and concentrated on managing and administering schools. It has been discovered that most principals spend less than one-third of their time in supervision. Principals have been reported by Adekeye (2009) to use only 20% of their time for visiting classes, curriculum related task and staff development activities.

As professional leaders, principals are responsible for successful curriculum implementation in their schools.

The educational system in Nigeria is in crisis. The crisis in the industry from the federal to state and local government is disturbing and of great concern not only to individual on street but to the parents, community and the society at large. The problems are on the increase because of population explosion and high demand for the education and learning in the state or country. One of the factors responsible for this crisis is lack of adequate resources. The crisis of resources in the management of secondary education in the country is a reality in the 90s and this has definitely spilled over into the next century (Bukun 2007). As a teacher and school administrators, it is very difficult to solve the education problem with ease, particularly in a dynamic society like Nigeria.

A number of emigrant situation constitute these problems and these include wrong selection or appointment of principal, inadequate funding, unprepared and unqualified teachers, lack of instructional materials, poor selection of site for school without considering the availability of water and electricity, community needs, parental attitude to schooling of their wards, students problems in fact, they are endless. This study premised its investigation on the premise that certain indices in the secondary school system must be transformed in the area of schools administration if the performance of secondary students in examinations in Suleija LGA is to change positively. This study is focusing on internal supervision by Principals that appear to have dwindled over sometime. The study will investigate the standard and effectiveness of teaching in Suleija LGA by examining the attitudes and competence of teachers to teaching and learning outcomes. It will also examine the role of school administrators in the supervision of teaching and learning in secondary schools.

Research Questions

The study was guided by the following research questions;

1. What is the standard of teaching and learning in secondary schools in Suleja Local Government Area of Niger State?
2. What are the problems militating against effective supervision of teaching and learning in secondary schools in Suleja Local Government Area?
3. What roles can school administrators play in improving the standard of teaching and learning in secondary schools in Suleja Local Government Area.
4. To what extent does the teacher's attitude relate with the effective management of secondary schools in Suleja Local Government?
5. How can the standard of teaching and learning be improved in secondary schools in Suleja Local Government Area?

Research Hypotheses

To aid the conduct of this research, the hypotheses below were formulated:

- H_{01} : There is no significant relationship between the attitude of teachers and effective management of secondary schools in Suleja Local Government Area.
- H_{02} : There is no significant relationship between effective teaching supervision and students' academic performance in secondary schools in Suleja Local Government Area.

Methodology

The research design adopted for the study is the descriptive survey research design. The study sample covered five (5)

secondary schools randomly selected out of a total of twenty-six (26) secondary schools in Suleija Local Government Area of Niger State.

A sample of sixty (60) teachers and principals were selected out of one hundred and seventy-four (174) teachers in the sampled schools using purposive sampling technique and one hundred students were purposively selected. In each of the five selected secondary schools twenty (20) students and twelve (12) teachers inclusive of principals/vice principals were administered with questionnaires making a total of one hundred and sixty (160) respondents used for the study.

The Table below gives an accurate description of the sample for the study.

Table 1:
Selection of Sample Size

| S/N | Name of School | Sample of Principal/Vice Principals | Sample of Teachers | Sample of Students |
|-----|---|-------------------------------------|--------------------|--------------------|
| 1. | Bishop James Yisa Memorial School | 2 | 10 | 20 |
| 2. | Model Secondary School Suleja | 2 | 10 | 20 |
| 3. | Our Lady Secondary school Suleja | 2 | 10 | 20 |
| 4. | Government Day Secondary School Suleja | 2 | 10 | 20 |
| 5. | Queen's Science Secondary School Suleja | 2 | 10 | 20 |
| | Total | 10 | 50 | 100 |

The research instrument used for the study was a self prepared *Principal's Supervision Role Questionnaire (PSRQ)* which was developed after a full review of available literature. Three set of questionnaire were designed by the researcher to collect information from the principals, teacher and students respectively. The type of questionnaire used is the open-ended,

two sections A and B with 10 items in each of the three categories eliciting responses mainly on standard, teacher attitude to work and principals supervision in the study area.

The instrument was validated by the researcher and experts in Educational administration and Planning University of Jos, for fact clarity relevance and content validity. The reliability was determined through a test-retest procedure of administering the instrument, using ten persons, Pearson-product moment correlation statistical analysis ascertained the reliability at coefficient $r = .082$

The data collected in this research was subjected to the use of simple percentages, mean, standard deviation and Pearson-product moment correlation (PPMC) statistical method was used to test the two hypotheses.

Findings and Results

Research Question 1

What is the standard of teaching and learning in secondary schools in Suleja Local Government Area of Niger State?

Table 2:
Standard of Teaching and Learning in Secondary Schools in Suleja LGA

| S/N | Item | Yes | Percentage | No | Percentage |
|-----|--|-----|------------|-----|------------|
| 1. | The standard of teaching and learning in my school is excellent. | 44 | 27.5% | 116 | 72.5% |
| 2. | The standard of teaching facilities in my school is average. | 80 | 50% | 80 | 50% |
| 3. | The standard of teachers' qualification in my school is low. | 40 | 25% | 120 | 75% |

Table 2 shows the responses of the respondents to research question one. 44 respondents representing 27.5% agreed that the standard of teaching and learning in their school is excellent while 116 respondents representing 72.5% disagreed. 80 respondents representing 50% agreed that the standard of teaching facilities in their school is average while 80 respondents representing 50% disagreed. 40 respondents representing 25% agreed that the standard of teachers' qualification in their school is poor while 120 respondents representing 75% disagreed.

Research Question 2

What are the problems militating against effective supervision of teaching and learning in secondary schools in Suleija Local Government Area

Table 3:
Problems Militating Against Effective Supervision of Teaching and Learning in Suleija LGA Secondary Schools

Table 3 shows the responses of the respondents to research question two on the problems militating against effective teaching and learning in secondary schools in Suleija LGA. 116 respondents representing 72.5% agreed that poor relationship between principals and teachers is major problem militating against effective supervision of teaching and learning in schools while 44 respondents representing 27.5% disagreed. 120 respondents representing 75% agreed that poor attitude of principals towards school supervision is major problem militating against effective supervision of teaching and learning

| S/N | Item | Yes | Percentage | No | Percentage |
|-----|--|-----|------------|----|------------|
| 1. | Poor relationship between teachers and principals | 116 | 72.5% | 44 | 27.5% |
| 2. | Poor attitude of principals towards school supervision | 120 | 75% | 40 | 25% |
| 3. | Poor attitude of teachers | 118 | 73.7% | 42 | 26.3% |

in schools while 40 respondents representing 25% disagreed. 118 respondents representing 73.7% agreed that poor attitude of teachers towards work is major problem militating against effective supervision of teaching and learning in schools while 42 respondents representing 26.3% disagreed. 98 respondents representing 61.25% agreed that students' indiscipline attitude in school is a major problem militating against effective supervision of teaching and learning in schools while 62 respondents representing 38.8% disagreed.

Research Question 3

What roles can school administrators play in improving the standard of teaching and learning in secondary schools in Suleja Government Area.

Table 4:

Roles of School Administrators in Improving the Standard of Teaching and Learning.

| S/N | Item | Yes | Percentage | No | Percentage |
|-----|--|-----|------------|----|------------|
| 1. | Effective monitoring of teachers | 152 | 95% | 8 | 5% |
| 2. | Monitoring and supervision of students academic progress | 106 | 65.25% | 54 | 35.75% |
| 3. | Dedication to duty | 155 | 96.9% | 5 | 3.1% |

Table 4 shows the responses of the respondents to research question three on the roles school administrators can play in improving the standard of teaching and learning in secondary schools in Suleja. 152 respondents representing 95% agreed that effective monitoring of teachers by school administrators can improve the standard of teaching and learning while 8 respondents representing 5% disagreed. 106 respondents

representing 65.25% agreed that monitoring and supervision of students academic progress by school administrators can help improve the standard of teaching and learning in schools while 54 respondents representing 35.75% disagreed. 155 respondents representing 96.9% agreed that school administrators more dedication to duty can help improve the standard of teaching and learning in schools while 5 respondents representing 3.1% disagreed

Research Question 4

To what extent does the teacher's attitude relate with the effective management of secondary schools in Suleija Local Government?

Table 5:
Teachers' Attitude and Effective Secondary Schools management in Suleija LGA

| S/N | Item | Agreed | % | Disagreed | % |
|-----|--|--------|-------|-----------|-------|
| 1. | Teachers' attitude to teaching affects management of school. | 140 | 87.5% | 20 | 12.5% |
| 2. | Teachers poor attitude to teaching leads to failure of students in school | 144 | 90% | 16 | 10% |
| 3. | Effective management of schools is determine by teachers good attitude to teaching | 151 | 94.4% | 9 | 5.6% |

Table 5 shows the responses of the respondents to research question four on relationship between teachers' attitude and effective management of secondary schools in Suleija. 140 respondents representing 87.5% agreed that teachers' attitude to teaching affects management of schools while 20 respondents representing 12.5% disagreed. 144 respondents representing 90% agreed that teachers' poor attitude to

teaching leads to failure of students in school while 16 respondents representing 10% disagreed. 151 respondents representing 94.4% agreed that effective management of schools is determined by teachers' good attitude to work while 9 respondents representing 5.6% disagreed.

Research Question 5

How can the standard of teaching and learning be improved in secondary schools in Suleija Local Government Area?

Table 6:
Improving the Standard of Teaching and Learning in Schools.

| S/N | Items | Yes | % | No | % |
|-----|---|-----|-------|----|-------|
| 1. | Providing adequate instructional materials in schools | 151 | 94.4% | 9 | 5.6% |
| 2. | Recruiting qualified and competent teachers to teach in schools | 144 | 90% | 16 | 10% |
| 3. | Encouraging students to improve their attitude and seriousness towards learning in school | 140 | 87.5% | 20 | 12.5% |

Table 6 shows the responses of the respondent to research question five on how the standard of teaching and learning can be improved in schools in Suleja. 151 respondents representing 94.4% agreed that providing adequate instructional materials in schools will help improve the standard of teaching and learning in schools while 9 respondents representing 5.6% disagreed. 144 respondents representing 90% agreed that recruiting qualified and competent teachers to teach in schools will help improve the standard of teaching and learning in schools while 16 respondents representing 10% disagreed. 140 respondents

representing 87.5% agreed that encouraging students to improve their attitude and seriousness towards learning will help improve the standard of teaching and learning in school while 12.5% disagreed.

Hypotheses Testing

Hypothesis 1

There is no significant relationship between the attitude of teachers and effective management of secondary schools in Suleija LGA.

This hypothesis was formulated to find if a relationship exists between the attitudes of teachers and effective management of secondary schools in Suleija LGA. Pearson-product moment correlation statistical analysis was deployed to find out this as shown in Table 7.

Table 7:

Analysis of the Relationship between Attitude of Teachers and Effective Management

| Variables | No | \bar{x} | Sd | cal. r value | Table value | df | Level of sig. | Decision |
|----------------------|-----|-----------|-------|--------------|-------------|-----|---------------|---------------------------|
| Attitude of teachers | 160 | 22.27 | 3.178 | 0.166 | 0.195 | 159 | 0.05 | H ₀ : Retained |
| Effective management | 160 | 17.90 | 1.925 | | | | | |

$p < 0.05$

Table 7 shows that the calculated r value of 0.166 is less than the critical value of 0.195 at 159 degree of freedom and 0.05 level of significant. Therefore the study retains the null hypothesis that there is no significant relationship between the attitude of teachers and effective management of secondary schools in Suleja LGA. In essence, this very low positive correlation which is not statistically significant could be attributed to other major factors affecting effective management of schools in the study area, prominent among these are; poor relationship between teachers and principals, poor attitude of principals towards school supervision, students' indiscipline attitude in school and lack of adequate finance and materials to run the school effectively.

Hypothesis 2

There is no significant relationship between effective teaching supervision and students' academic performance in secondary schools in Suleja Local Government Area.

This hypothesis was formulated to find if a relationship exists between effective teaching supervision and students' academic performance in secondary schools in Suleija LGA. Pearson-product moment correlation statistical analysis was deployed to find out this as shown in Table 8.

Table 8:

Analysis of the Relationship between Effective Teaching Supervision and Student academic performance

| Variables | No | \bar{x} | Sd. | cal. r value | Table value | df | Level of sig. | Decision |
|--------------------------------|-----|-----------|-------|--------------|-------------|----|---------------|--------------------|
| Effective teaching supervision | 160 | 55.59 | 5.294 | 0.22 | 0.19 | 15 | 0.0 | H_0 : Rejecte |

| | | | | | | | | |
|--------------------------------|-----|-------|-------|---|---|---|---|---|
| students' academic performance | 160 | 59.31 | 6.561 | 5 | 5 | 9 | 5 | d |
|--------------------------------|-----|-------|-------|---|---|---|---|---|

$P < 0.05$

Table 8 shows that the calculated *r*. value of 0.225 is greater than the critical value of 0.195 at 159 degree of freedom and 0.05 level of significant. Therefore the study rejects the null hypothesis. In essence, a significant relationship exists between the effective teaching supervision and student's academic performance in secondary schools in Suleija LGA.

Discussion of Findings

This research project investigated into the role of school administrators in supervision of teaching and learning towards transforming secondary schools in Suleija Local Government Area of Niger State. From the analysis of data collected the following findings were made:

The standard of teaching and learning in secondary schools in Suleija Local Government Area was graded at average level as some of the schools lack basic facilities for teaching and learning.

On the problems militating against effective supervision of teaching and learning in secondary schools in Suleija, the problems identified include poor relationship between teachers and principals, poor attitude of principals towards school supervision, poor attitude of teachers towards work and students' indiscipline attitude in school. Also lack of adequate finance and materials to run the school effectively are problems, this finding is consistent with the postulation of Umar (2001) that school principals in Nigeria are often faced with problem of achieving high standard of performance with an endemically and psychological hostile disenchanting work force. Failure to provide adequate running grant, laboratory equipment, sporting facilities, adequate experience, learned and skilled teachers, the

system will continue to drift and undercut the level of achievement of any principal.

The role of school administrators in improving the standard of teaching and learning in secondary schools in Suleja include effective monitoring of teachers, monitoring and supervision of students academic progress and principals dedication to duty. This is in line with Mitchell (2003) that principal should guide, organize and give direction to teams of professional teaching staff and where appropriate, other support staff.

The relationship between teachers' attitude to teaching and effective management of school showed that teachers' attitude to teaching affects management of schools; infact effective management of schools is determined by teacher's good attitude to teaching.

As suggested by this study, the standard of teaching and learning can be improved in secondary schools in Suleja Local Government Area by making available enough finance for smooth running of schools, provision of all necessary instructional material and teachers' development of good attitude towards their job.

Teachers' poor attitude to teaching leads to poor academic achievement of pupils in school. The relationship between effective teaching supervision and students' academic performance in secondary schools in Suleja Local Government Area showed that effective teaching supervision improves student's academic performance. This finding agreed with Bellon (2007) that teachers who monitor progress as part of their teaching have all students perform some observable behaviour congruent with the objective of the lesson while they check the behaviour, they analyze the correctness and completeness of the responses and determine if it is necessary to re-teach certain segments of the lesson before they move on.

Effective management of schools is a joint responsibility of principals and teachers. According to Acheson and Gall (2007), the quality of student learning is directly related to the quality of classroom instruction. The instructional supervisor

must be able to plan and deliver effective staff development programs. The leadership needs to insure that staff development efforts have the appropriate financial resources; adequate time set aside to plan, conduct, and implement the programs; and time for staff to practice the new skills.

Implications for Management and Practice

Based on the findings of the study, the researcher hereby suggests the following recommendations to educational supervisors and administrators at secondary schools for effectiveness:

School administrators should be more dedicated to their duty and ensure that teachers and students are well-coordinated in schools. In order to facilitate teaching and learning process, Government and school authorities should make available adequate instructional aids for the smooth running of secondary schools. Teachers should develop positive and serious attitude toward their profession.

Principals should try to ensure that they maintain a cordial relationship with teachers and involve them in the management of the school. Teachers should be involved in the identification of their own staff development needs. They must be involved in the planning and delivery of staff development activities to gain the greatest acceptance. Staff development programs need to be comprehensive and continuous programs that are carefully designed for personal and organizational growth.

Only qualified and competent personnel should be appointed to manage secondary schools in Suleija Local Government area. The instructional supervisor must be able to plan and deliver effective staff development programs. The leadership needs to insure that staff development efforts have the appropriate financial resources; adequate time set aside to plan, conduct, and implement the programs; and time for staff to practice the new skills.

Furthermore, teachers need the verbal support and physical attendance at sessions by the supervisors to verify their commitment. Collaboration of teachers and supervisors will enhance the staff development program and lead to improved student learning and academic performance in Suleija LGA.

Conclusion

Through the effective supervision of instruction, administrators can reinforce and enhance teaching practices that will contribute to improved student learning. By skillfully analyzing performance and appropriate data, administrators can provide meaningful feedback and direction to teachers that can have a profound effect on the learning that occurs in each classroom. Because student learning is the primary function of the schools, the effective supervision of instruction is one of the most critical functions of the administrator. If schools are to provide equal access to quality educational programs for all students, administrators must hold teachers accountable for providing an appropriate and well-planned program. From the findings of this study, it is discovered that the major problems militating against effective management of schools in Suleija LGA are teachers' poor attitude to work, lack of adequate finance to run the school effectively, and poor relationship between principals and teachers. In any school setting, effective school management is a joint responsibility of both teachers and principals. Therefore, it is concluded in this study that there is need to give immediate attention to the standard of supervision of teaching and learning in our educational institutions.

References

- Adekeye M.S. (2009). *Educational Management in Nigeria*. University Press Ltd, Ibadan, Nigeria
- Alegbe, G.H. (2004). *School Management Structure* (2nd Edition). Destination Publishing House. Ikeja, Lagos, Nigeria
- Awabur, J.I (2007). *Education in Nigeria*. Harmony Publishers. Abuja, Nigeria
- Banjo, A.A. (2003). *Behaviour Management*. University Press Ltd, Ibadan, Nigeria.
- Bello, A.M. (2004). *Educational Development Goals*, Destination Publishing House, Abuja.
- Bukun, J.H. (1997). *The School Administrator*. Arewa Publishing House, Kebbi.
- Bullock, F.I. (1990). *Change and Innovation*. John Holt Ltd, London.
- Coker, J.U. (2006). *Management Capacity in School*. Collegiate Publications, Akure
- Danjuma, K.A. (2004). *Secondary Management in Nigeria* (2nd Ed.). University Press, Zaria:
- Danlami, S.S. (2004). *Improving the School Management Practice*. Saniz Publishing House, Jos.
- Holland, B.G. and Adams, K.N. (2002). *Administration in Education*. McGraw-Hill Publishers, London.