

EFFECTIVE SUPERVISION AND MAINTENANCE OF STANDARDS IN THE PRIVATE PRIMARY SCHOOLS IN OYO STATE, NIGERIA

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ABSTRACT

This study investigated effective supervision and maintenance of standards in the private primary schools in Oyo State, Nigeria. A descriptive survey design was employed for the study. The population for the study consisted of all the 1539 registered private primary schools in the 33 local governments of Oyo State. Through multi-stage sampling procedure, 490 teachers were selected to constitute the sample. They were drawn from 11 local government areas across the state. The instruments for this study were checklist and a self-developed questionnaire designed in line with the research questions and hypotheses raised for the study. These were tested at 0.05 level of significance. Results of the study revealed that internal supervisory exercise carried out in private primary schools in Oyo State is effective to a large extent (the mean (2.99) is above the criterion mean score of 2.50); equally found that supervisory exercise carried out in private primary schools in Oyo State is effective to a large extent (the mean (2.76) is above the criterion mean score of 2.50). In addition, the study found that there was a strong and positive significant relationship between internal supervision and maintenance of standard in private primary schools in Oyo State ($r=0.753$, $p<0.05$). Further found that, there was a significant relationship between external supervision and maintenance of standard in private primary schools in Oyo State ($r = 0.259$, $p<0.05$). Finally it was also found that internal and external supervision are strong and potent predictors of maintenance of standard ($R = .608$, $R^2 = .369$ and $F = 110.461$). Based on the findings, the study thus recommended that the effectiveness of internal supervision in private primary schools should be sustained through unrelent or constant effort of the head teacher. The officials from the Ministry of Education whose responsibility is to carry out external supervision should continue to regularly visit the schools in order to sustain the tone of laid down standard.

Key words: *supervision, maintenance, standard, internal and external supervision.*

Introduction

In today's Nigeria and the world at large, there is a growing awareness of private schools being a potentially lucrative business. As a result of an increased awareness of high financial proceeds

one may stand to gain from school business, the establishment of private schools continues to proliferate at the beginning of every academic session. Records from the Oyo State Ministry of Education (2015) showed that in 2010, there were 947 approved private primary schools in the state. Between the year 2010 and 2016, the number of approved private primary schools has risen to 1539. This is more than 60 percent increase in just about half a decade. The source also showed that there were numerous unapproved schools in existence in the State. Meanwhile, the Oyo State government has always been emphasizing on the standard criteria that must be met before the establishment of private primary schools. Some of these criteria, according to the Benchmark Minimum Academic Standard for Private Institutions in Oyo State (2010), include: the school shall operate on its permanent sites which shall be at least 2 standard plot sizes (36m x 60m); the classroom dimension shall be 7.75m x 7m or 9.0m x 8.0m; games field shall be provided (9m x 15m); each class shall not hold more than 30 pupils; the library should have a minimum dimension of twice the size of a classroom; there shall be a minimum of an NCE graduate teacher per class; there shall be availability of portable water and electricity.

From the foregoing, there is no denying the fact that standards had already been established for education, but the practitioners or implementers have often failed in ensuring that such standards are attained and maintained (Fafunwa in Fagbamiye, 2004). In corroborating this, Giwa (2011) stated that most of the private schools which spring up on a daily basis are substandard. Oftentimes, they are located in unhygienic environments that are not conducive for teaching and learning. It was also observed that some of these unregistered schools use their proprietor's room apartments as classrooms for pupils, while others have partitioned their personal residences to serve as schools (David, 2016). In the words of Tabotndip (2004), many private schools operate in residential houses, uncompleted buildings, community halls and church premises, without equipment or facilities required of schools, and with curricular that is inconsistent with the national curriculum. In addition to the foregoing, private schools are profit-oriented schools and in order to maximise their profits, most of them employ untrained teachers that will earn less (Salami and Nweke, 2012). In agreement, Onuka (2005) found out that in Oyo State, Nigeria, private primary and secondary schools were lacking in quality of teachers, facilities and

management. He found out that 60 percent of teachers in private schools were unqualified. One therefore becomes worried as these sub-standard schools keep increasing as if there is no policy statement/thrust that should guide their establishment, effectiveness and ensure that they maintain minimum standard required of them. By implications, the existence of such schools will be counterproductive to the educational system in the state and the nation at large. Hence, the school system will be unable to deliver the deliverables.

Contextually, supervision is the process whereby an authorized person known as a supervisor, whether internal or external, sees that schools maintain high standards and ensures that they are operated in conformity with the laid down rules and regulations. According to Oriafe in Maduewesi (2005), quality supervision is an expression of standard or a means by which a certain set standard in education can be achieved. Owoeye (1999) asserted among other factors, that effective supervision was an important virtue that should be upheld effectively in the school system. The supervisory practices may be carried out either by internal supervisors who are heads of schools or external supervisors who are officials of the state, zonal or local education authorities who have sometimes served as professional teachers or principals (Wiles, 1992).

Ogbonnaya (2005) stated that supervisory practices of internal supervisors include the following: organizing school timetable and seeing the day-to-day operation of the school, watching teachers and students in action, listening to and solving teacher's problems, examining and marking of teacher's lesson notes, supervising and monitoring class teaching, collecting and issuing instructional materials, inspecting of school diary, maintaining physical facilities, seeing to teacher's welfare and condition of work, supervising the extra curricula activities of students, ensuring discipline, grouping for teaching and learning, relating to policy makers and administrators, relating to parents and the community, and reporting to the school board on situation of things in the school. Conclusively, the internal supervisor is expected to contribute to effective learning conditions in the classroom by working with teachers. The internal supervisor must relate to the teacher in a way that is capable of helping the teacher to produce efficient services to the students. In considering the relationship between internal supervision and

maintenance of standard, Ekundayo (2010), for instance, posited that effective instructional delivery and maintenance of standards in the school system are enhanced through regular internal supervision. This means that maintenance of standard will not be guaranteed if supervision is partly done or not carried out at all. Therefore, supervision helps to enhance maintenance of standard. Adu and Olatundun (2007) also add that in the process of activities within the school, there is need for checks and balances to ascertain the level of conformity with the goals set and ways of achieving them. This is appropriately done by internal supervisor often known as proprietors/proprietress or whoever has been assigned to play that role.

On the other hand, external supervisors are formally designated officials from the inspectorate division of the Ministry of Education and the various Area or Zonal Education Offices (Ayodele, 2002). According to Oyedeji (2008), the Ministry of Education pays visit to schools that are newly established to carry out full inspection. In this exercise the buildings, furniture, equipment, sanitation, water, lighting, library facilities, students and staff records are examined, notes of lesson and audio visual aids are also examined, as well as records such as attendance register, log book, visitors' book, cash book, ledgers, scheme of work, lesson notes, minutes of meetings by Board of Governors and Parents Teachers' Associations. They also visit the classrooms, library and laboratories and assess the general atmosphere of the school, whether it holds consonance with the objectives. Inspection is carried out specifically to ensure that minimum standards are maintained in the basic activities of teaching and learning (Archibong, 2012). Similarly, Kotirde and Yunos(2014) asserted that the primary responsibility of external supervisors is to see that high standards are maintained and that schools are run in accordance with the laid down regulations. Ekundayo (2010) posited that effective instructional delivery and maintenance of standards in the school system are enhanced through regular external supervision.

However, majority of the external supervisors (inspectors from the Ministry of Education) appears non-functional as they seldom visit schools to monitor the operations in these schools (Ayodele, 2002). Similarly, Adesina (1981) cited in Kolawole (-----) has noted that schools have not been regularly visited by inspectors of the Ministry of Education and when inspection is

done, it is far from being thorough. Inspection reports are hardly made available and there are no follow-up that would ensure that the weaknesses identified have been corrected. In agreement, David (2016) posited that the department in-charge of regulating private schools is not thorough in their responsibilities. Even when they conduct their supervisory/monitoring on existing schools, it is always done shallowly. This has invariably hindered effective teaching and learning in schools. Edho (2009) posited that lack of supervision and monitoring of schools are regarded as the major drawbacks in the education sector. This means that failure to adequately supervise schools on the part of the external supervisors might result in proliferation of sub-standard schools.

With persistent increase of substandard private schools in the state, there is need to further investigate why they spring up without control measures. It is therefore likely that poor supervision may be partly responsible for departure from maintenance of standard. It is against this backdrop that this study investigated effective supervision and maintenance of standards in the private secondary schools in Nigeria.

Statement of the Problem

It has been observed that private primary schools which are substandard emerge on a daily basis. These schools are located in unhygienic environment that is not conducive for teaching and learning. Many of these private schools operate in residential houses, uncompleted buildings, community halls and church premises, without equipment or facilities required of schools, and with curricular that is inconsistent with the national curriculum. In addition, private schools are profit-oriented schools and in order to maximise their profits, most of them employ untrained teachers that will earn less. Considering the way and manner in which these substandard schools operate, one wonders if there is a body supervising and ensuring that the benchmark minimum standard for private institutions in the State is strictly adhered to before granting approval. This is a signal that there are impending dangers on Nigerian educational system output unless urgent steps are taken to arrest the situation. This study therefore examines the effect of supervision on maintenance of standards in private primary schools in Oyo State.

Research Questions

- i. To what extent is internal supervisory exercise effective in private primary schools in Oyo State?
- ii. To what extent is external supervisory exercise effective in private primary schools in Oyo State?

Research Hypotheses

The following hypotheses have been formulated in the study:

- Ho1: There is no significant relationship between internal supervision and maintenance of standard in private primary schools in Oyo State.
- Ho2: There is no significance relationship between external supervision and maintenance of standard in private primary schools in Oyo State.
- Ho3: Internal and external supervision will not have significant joint effect on maintenance of standard in private primary schools in Oyo State.
- Ho4: Internal and external supervision will not have significant relative effect on maintenance of standard in private primary schools in Oyo State.

Research Method

This study was carried out using a descriptive design. The study area comprised the private primary schools in Oyo State.

The population for the study consisted of all the 1539 registered private primary schools in the 33 local governments in Oyo State. Through multi-stage sampling procedure, 490 teachers were selected to constitute the sample. They were drawn from 11 local government areas across the state.

The instrument for this study was a self-developed questionnaire designed in line with the research questions and hypotheses raised for the study. The questionnaire was divided into four sections; A, B, C and D. Section A was used to gather information on the demographic data of the respondents while sections B, C and D were used to elicit information on the three research questions and hypotheses. The instrument was designed in line with the modified Likert type scale, and rated as follows: SA - Strongly Agree (4), A - Agree (3), D - Disagree (2) and SD - Strongly Disagree (1)

The reliability items of the questionnaire were established using test-retest method with 30 teachers not used in the study. The reliability coefficient of the variables was established using Pearson Product Moment Correlation analysis and the indices of the variables was 0.85, thus making the instrument good enough to justify its use in the study.

The questionnaires were administered personally. The reason for this is to ensure a high rate of return and also enable the respondents to ask questions and obtain clarification on the issues that may appear not clear to them or on items that need explanation.

The data collected were analysed with descriptive and inferential statistical tools. The research questions were analysed with descriptive statistics of frequency count, mean, percentage and standard deviation. Hypotheses 1-2 were tested using Pearson Product Moment Correlation (PPMC) while hypothesis 3 was tested using Multiple Regression analysis at $p < 0.05$ level of significance.

Results and Discussion

Research Question One

To what extent is internal supervisory exercise effective in private primary schools in Oyo State?

Table 1: The extent to which internal supervisory exercise is effective in private primary schools in Oyo State

No	Statement	SA F %	A F %	D F %	SD F %	Mean	Std. Dev.	Dec.
1.	My head teacher visits my classroom regularly during teaching.	152 31.0%	174 35.5%	96 19.6%	68 13.9%	2.84	1.01	Accept
2	My head teacher ensures that I have adequate teaching-learning materials to teach.	171 34.9%	251 51.3%	34 6.9%	34 6.9%	3.14	0.82	Accept
3	My head teacher ensures that I make good use of instructional materials provided for me.	209 42.7%	175 35.7%	41 8.3%	65 13.3%	3.08	1.02	Accept
4	My head teacher listens to me and solves my problems	196 40.0%	153 31.2%	84 17.1%	57 11.6%	3.00	1.02	Accept
5	My head teacher sees to my welfare and condition of my work	207 42.2%	179 36.5%	77 15.8%	27 5.5%	3.16	0.88	Accept
6	My head teacher examines and marks my lesson notes	184 37.6%	196 40.0%	65 13.2%	45 9.2%	3.06	0.94	Accept
7	My head teacher inspects my class diary.	228 46.5%	187 38.2%	19 3.9%	56 11.4%	3.20	0.96	Accept

Note: the item is accepted if the mean is above the criterion mean score of 2.50 but rejected if it is below.

Table 1 showed the view of respondents on the extent to which supervisory exercise is effective in private primary schools in Oyo State. Item 1 on table 1, a large majority of the respondents 152 (31.0%) strongly agreed and 174 (35.5%) agreed that their head teachers visit their classrooms regularly during teaching while the 96 (19.6%) and 68 (13.9%) respondents disagreed and strongly disagreed respectively to this statement. Item 2 on table 1, 171(34.9%)

and 251(51.3%) respondents strongly agreed and agreed respectively that their head teachers ensure that they have adequate teaching-learning materials to teach while 34 (6.9%) and 34(6.9%) disagreed and strongly disagreed respectively to this statement. Items three on table 1 also elicits response from the respondents on whether their head teachers ensure that they make good use of instructional materials provided for them. Majority of the respondents 209 (42.7%) and 175(35.7%) strongly agreed and agreed respectively to this statement while 41(8.3%) and 65(13.3%) disagreed and strongly disagreed respectively to this statement. Item four on table 1, 196(40.0%) and 153(31.2%) respondents strongly agreed and agreed respectively that their head teachers listen to them and solve their problems while 84 (17.1%) and 57(11.6%) disagreed and strongly disagreed respectively to this statement. Items five on table 1 also elicits response from the respondents on whether their head teachers see to their welfare and condition of their work. 207 (42.2%) and 179(36.5%) of the respondents strongly agreed and agreed respectively that their head teachers see to their welfare and condition of their work while 77(15.8%) and 27(5.5%) disagreed and strongly disagreed respectively to this statement. On items six table 1, 184 (37.6%) and 196 (40.0%) of the respondents strongly agreed and agreed respectively that their head teachers examine and mark their lesson notes while 65(13.2%) and 45(9.2%) disagreed and strongly disagreed respectively to this statement. Items seven on table 1 also elicits response from the respondents on whether their head teachers inspect their class diaries. 228 (46.5%) and 187(38.2%) of the respondents strongly agreed and agreed respectively that their head teachers offer useful suggestions to improve instructional practices offer while 19(3.9%) and 56(11.4%) disagreed and strongly disagreed respectively to this statement.

Conclusively, the average mean of the whole items in table 1 is 2.76. Since the average mean (2.76) is above the criterion mean score of 2.50, then it can therefore be deduced that internal supervisory exercise carried out in private primary schools in Oyo State is effective to a large extent.

Research Question Two

To what extent is external supervisory exercise effective in private primary schools in Oyo State?

Table 2: The extent to which external supervisory exercise is effective in private primary schools in Oyo State

No	Statement	SA F %	A F %	D F %	SD F %	Mean	Std. Dev.	Dec.
1.	Our school is being regularly visited by inspectors of the Ministry of Education.	140 28.6%	165 33.7%	90 18.4%	95 19.4%	2.71	1.08	Accept
2.	External supervisor, during visit, ascertain whether or not our school is on its permanent site	132 26.9%	223 45.5%	75 15.3%	59 12.0%	2.91	1.28	Accept
3.	External supervisors, during visit, take the inventory of pupils' furniture in my school.	205 14.8%	110 22.4%	117 23.9%	58 11.8%	2.94	1.06	Accept
4.	External supervisors, during visit, investigate condition of the conveniences (toilets, water supply, etc.) in my school.	231 47.1%	182 37.1%	38 7.8%	39 8.0%	3.23	0.90	Accept
5.	External supervisors, during visit, ascertain the state of library facilities.	294 60.0%	126 25.7%	53 10.8%	17 3.5%	3.42	0.82	Accept
6.	External supervisors, during visit, observe the instructional materials (textbooks, charts, pictures, story books, etc.) being used for teaching.	196 40.0%	203 41.4%	32 6.5%	59 12.0%	2.85	1.01	Accept

Note: the item is accepted if the mean is above the criterion mean score of 2.50 but rejected if it is below.

Table 2 showed the view of respondents on the extent to which external supervisory exercise is effective carried out in private primary schools in Oyo State. Item 1 on table 2, a large majority of the respondents 140 (28.6%) strongly agreed and 165 (33.7%) agreed that their school has

been regularly visited by inspectors of the Ministry of Education while the 90 (18.4%) and 95 (19.4%) respondents disagreed and strongly disagreed respectively to this statement. Item 2 on table 2, 132(26.9%) and 223(45.5%) respondents strongly agreed and agreed respectively that external supervisor, during visit, ascertain whether or not their schools are on its permanent sites while 75 (15.3%) and 59(12.0%) disagreed and strongly disagreed respectively to this statement. Items 3 on table 2 also elicits response from the respondents on whether external supervisors, during visit, take the inventory of pupils' furniture in their schools. Majority of the respondents 205 (14.8%) and 110(22.4%) strongly agreed and agreed respectively to this statement while 117(23.9%) and 58(11.8%) disagreed and strongly disagreed respectively to this statement. Items 4 on table 2 also elicits response from the respondents on whether external supervisors, during visit, investigate condition of the conveniences (toilets, water supply, etc.) in their schools. Majority of the respondents 231 (47.1%) and 182(37.1%) strongly agreed and agreed respectively to this statement while 38(7.8%) and 39(8.0%) disagreed and strongly disagreed respectively to this statement. Items 5 on table 2 also elicits response from the respondents on whether external supervisors, during visit, ascertain the state of library facilities in their schools. Majority of the respondents 294 (60.0%) and 126(25.7%) strongly agreed and agreed respectively to this statement while 53(10.8%) and 17(3.5%) disagreed and strongly disagreed respectively to this statement. Items 6 on table 2 also elicits response from the respondents on whether external supervisors, during visit, observe the instructional materials (textbooks, charts, pictures, story books, etc.) being used for teaching in their schools. Majority of the respondents 196 (40.0%) and 203(41.4%) strongly agreed and agreed respectively to this statement while 32(6.5%) and 59(12.0%) disagreed and strongly disagreed respectively to this statement

Conclusively, the average mean of the whole items in table 2 is 3.01. Since the average mean (3.01) is above the criterion mean score of 2.50, then it can therefore be deduced that external supervisory exercise carried out in private primary schools in Oyo State is effective to a large extent.

Hypothesis One: There is no significant relationship between internal supervision and maintenance of standard in private primary schools in Oyo State.

The result of the PPMC analysis is presented in the table below

Table 4.3.1 Relationship between internal supervision and maintenance of standard in private primary schools in Oyo State

Variable	N	\bar{X}	SD	Df	R	P	Remarks
Internal supervision	490	23.49	5.517	230	0.753	.001	Sig
Maintenance of Standard	490	57.25	6.238				

S – Significant at 0.05

The result above simply depicted that the relationship internal supervision and maintenance of standard was significant at 0.05 level. Based on this result, the null hypothesis was thus rejected. The correlation coefficient between internal supervision and maintenance of standard in private primary schools in Oyo State is ($r=0.753$, $p<0.05$). Therefore, the researcher concluded that there was a strong and positive significant relationship between internal supervision and maintenance of standard in private primary schools in Oyo State.

Hypothesis Two: There is no significant relationship between external supervision and maintenance of standard in private primary schools in Oyo State.

The result of the PPMC analysis is presented in the table below

Table 4.3.1 Relationship between external supervision and maintenance of standard in private primary schools in Oyo State

Variable	N	\bar{X}	SD	Df	R	P	Remarks
External Supervision	490	20.29	4.812	490	0.259	.007	Sig
Maintenance of Standard	490	57.25	6.238				

S – Significant at 0.05

The result on table 4.3.2 showed that there was a positive and significant relationship between external supervision and maintenance of standard in private primary schools in Oyo State. The correlation coefficient between external supervision and maintenance of standard is ($r = 0.259$, $p < 0.05$). Therefore, the researcher concluded that there was no significant relationship between external supervision and maintenance of standard in private primary schools in Oyo State. Hence, the null hypothesis was rejected.

Table 4.2.4: Summary of Multiple regression analysis on the joint effect of the independent variables on the dependent variable

Multiple R = .711					
Multiple R ² = .505					
Standard error estimate = 10.57719					
Adjusted R ² = .503					
Source of variation	Df	Sum of squares	Mean square	F – ratio	Sig
Regression	2	55568.799	27784.399	248.348	.000
Residual	487	54484.101	111.877		
Total	489	110052.900			

From the table above, it is shown that the two independent variables taken together yielded a coefficient of multiple regression $R = .711$ and $R^2 = .505$. This implies that 51% of the total variance of maintenance of standard is accounted for by the combination of all the two independent variables, when taken together.

Hence, this indicates that the joint contribution of the two independent variables is significant in the prediction of maintenance of standard at 0.05 level of significance. That is, internal and external supervision are strong and potent predictors of maintenance of standard ($F = 248.348$).

Hypothesis three: Internal and external supervision will not significantly predict maintenance of standard in private primary schools in Oyo State.

Table 4.2.5: The table showing the contribution of each independent variable to the prediction of the dependent variable

Model	Unstandardized Coefficients		Standardized coefficients	T	Sig
	B	Std. Error	Beta		
(Constant)	14.459	1.919		7.537	.000
Internal	2.210	.250	.812	8.824	.000
External	1.201	.189	.109	1.186	.007

The findings according to the table above revealed that all the two independent variables (internal and external supervision on maintenance of standard) made significant contributions individually to the prediction of school adjustment of students. Their contributions individually are significant at 0.05 level.

Discussion of Findings

The findings of this study revealed that internal supervisory exercise carried out in private primary schools in Oyo State is effective to a large extent. This indicates that private school heads who are charged with the duty of overseeing the affairs of the schools internally are

discharging their duties effectively. This finding is in agreement with that of Eya and Leonard (2012) who found that internal supervision is effectively carried out by school head from time to time, their reasons being that it helps teachers to be dedicated to their duties and helps the less effective and inexperienced teachers to improve their teaching. The reason could also be that parents are conscious of the quality of education being given to their wards. Also, schools are committed to doing this in order to gain sustainable competitive advantage over others.

The outcome of this study further shows that external supervisory exercise carried out in private primary schools in Oyo State is effective to a large extent. This finding is in consonance with that of Ikegbusi (2016) who found out that external supervision carried out is highly effective. This has kept the school alert and orderly in their work behavior, it has taken active part in seeking solutions to the instructional problems of the schools. It also helped to ascertain the level of conformity with the goals set and ways of achieving them (Adu and Olatundun, 2007). However, the finding negates the opinions of some researchers who believe that external supervision has not been effectively carried out. For instance, Ayodele (2002) found out that majority of the external supervisors (inspectors from the Ministry of Education) appears non-functional as they seldom visit schools to monitor the operations in these schools. Similarly, Adesina (1981) cited in Kolawole (-----) has noted that schools have not been regularly visited by inspectors of the Ministry of Education and when inspection is done, it is far from being thorough. Inspection reports are hardly made available and there are no follow-up that would ensure that the weaknesses identified have been corrected. In agreement, David (2016) posited that the department in-charge of regulating private schools is not thorough in their responsibilities.

Another finding of the study revealed that there was a strong and positive significant relationship between internal supervision and maintenance of standard in private primary schools in Oyo State. In line with this finding, Ekundayo (2010) stated that effective instructional delivery and maintenance of standards in the school system are enhanced through regular internal supervision.

Another finding of this study revealed that there was a significant relationship between external supervision and maintenance of standard in private primary schools in Oyo State. Oriafe in Maduewesi (2005) who found out that quality supervision is an expression of standard or a means by which a certain set standard in education can be achieved. Also, Owoeye (1999) asserted among other factors, that effective supervision was an important virtue that should be upheld effectively in the school system.

Conclusion

Effective supervision in the private primary schools is said to be an important aspect in ensuring maintenance of standards. The outcome of the study revealed that internal supervisory exercise carried out in private primary schools in Oyo State is effective to a large extent which is line with minimum benchmark in the State and this can leads to good academic performance of the students. Finding of the study also revealed that there was a strong and positive significant relationship between internal supervision and maintenance of standard in private primary schools in Oyo State this among other things will enhance general goals and objectives of primary education in the state. Finally, the outcome of the study showed that all the two independent variables (internal and external supervision on maintenance of standard) made significant contributions individually to the prediction of school adjustment of students in Oyo State.

Recommendations

Based on the findings from this study, the following recommendations were made:

- The effectiveness of internal supervision in private primary schools should be sustained through unrelent or constant effort of the head teacher.
- The officials from the ministry of education whose responsibility is to carry out external supervision should regularly visit the schools in order to sustain the tone of laid down standard.
- Officers from the ministry of education should not circumvent standard on the altar of bribery and corruption while carrying out inventory on school plants.

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