

INFLUENCE OF INTERNAL SUPERVISION OF INSTRUCTION ON IMPROVING TEACHER PERFORMANCE IN SECONDARY SCHOOLS IN EDO STATE

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ABSTRACT: *This study investigated the influence of internal supervision of instruction on improving Teacher performance in secondary schools in Edo State. Four research questions and four hypotheses were postulated to guide the study. Descriptive survey design was used. From the population of 1110 teachers, of Edo State, 444 teachers were sampled using proportionate stratified random sampling technique. The sampled teachers represent 40% of the entire population. A thirty-two (32) item questionnaire was sent to experts for validation and they offered useful suggestions after their review. Data were analyzed using mean, standard deviation, t-test and analysis of variance (ANOVA). Mean and Standard Deviation were used to answer all the research questions posed in the study. Four null hypotheses formulated were tested using t-test and ANOVA at 0.05 level of significance. The study found that internal supervision of instruction had positive influence on improving teacher performance in Edo State. The study found that classroom visitation, observation technique, demonstration technique and evaluation technique had a positive influence on teacher performance in secondary schools in Edo State. The study also found that there was no significant difference on the influence of internal supervision in improving teacher performance in secondary school based on gender, location, educational qualifications and teaching experience. Based on the findings, it was recommended that: supervisors and Principals should endeavour to ensure that classes are regularly visited to enable secondary school teachers to improve more in their performances.*

KEYWORDS: internal supervision, instruction, teacher performance, secondary schools, Edo State

INTRODUCTION

Society has its expectations of her educational system and improved supervision is the pivot by which the wheel of such attainments revolves. The Federal Republic of Nigeria (FRN, 2016) in her National Policy on Education succinctly stated that the objective of supervisory services in education is: “to ensure quality control through regular and continuous supervision of instructional

and other educational services, to improve and maintain standards. In Edo state, the Ministry of Education has its core inspectors in all the local Government areas; mainly to monitor performance through supervision of secondary schools.

Teachers or Instructors occupy a vantage position in the educational sector and they are the central figure in the educational practices in this country. This is because the success of any educational reform to a very large extent depends on instructors in every educational institution. Igboke (2002) stressed this idea by buttressing that instructors or teachers are the pivot on which the teaching-learning process in the country lies. Teachers are the managers of learning experience for the learners. In this regard, instructors or teachers pick subject matters, make and take suitable ways of instructions, improve, organize and plan actions and crosscheck learners' success. The most crucial reason for effective supervision in schools is to ensure that individuals within the school system perform the duties for which they are scheduled; to improve the performance of instructors so that they can contribute to the fullest the achievement of the system's objectives; to know the wherewithal of the school; to provide a plan for staff upliftment and to get the "tone" of the school and identify some of its immediate needs. In the school system, we need brilliant and committed supervisors to achieve the above stated purposes. Supervisors should have a clear understanding of what they want in supervision and how they can go about achieving the purposes.

Supervision originated from the Latin word "Super video" meaning to oversee (Adenaike and Adebajo, 2000:151). Therefore, Supervision can be seen as a way of advising, directing, refreshing, motivating, improving and overseeing certain groups with the hope of pressurising people to desist from applying wrong process in carrying out certain functions on their jobs and at the same time try to emphasize the importance of cordial relationship in an organization. According to Akilaiya (2001), supervision as an idea has several semantic coinages on everyone's wants and long term acquisition. But the school supervisor would see it as something you cannot do without improved productivity. The instructor and or the learner being supervised, might see supervision as an attempt to embarrass, bring fear, and threat which is the use of traditional approach of supervision by supervisors. The traditional approach of supervision is a fault-finding approach, the supervisor goes to school to criticize and condemn instructors, not seeing anything good in them, (Adenokun, 2000). He sees educational supervision as the stages passed to ensure the rules, regulations and ways put down for achieving the objectives of education are achieved. (Akilaiya, 2001). This stage entails using special knowledge and talents to check, test and join to improve the states and ways of teaching-learning challenges in schools. Supervision of teaching is a way of helping the instructor to better himself and his teaching styles so as to improve instruction and knowledge (Afianmagbon, 2007). It is a service rendered to instructors which is geared towards planning the quality of their classroom teaching.

According to Wiles (1992) supervision is essentially a service or activity that exists to help an instructor or teacher do his job better. He noted that through supervision an instructor can perform better in aiding the planned activities of his learners. Parthy (1992) sees supervision as a device used for looking over and improving the activities that is geared towards instruction and learners'

advancement. In addition, Bar (1993) points out that supervision is an activity geared towards teaching by continuous checks and balances in education. The overall objective of supervision is to improve teaching performances of the teacher.

According to Wiles (1992) and Johnes (1998) two major types of supervision are identified: internal and external supervisions. Internal supervision is the in-house checks and balances carried out from time to time by the school principals and or whoever is delegated to do so. While external supervision is that carried out by the agents of the Ministry of Education who visit schools from time to time to supervise learning activities. Accordingly, the present study is based on internal supervision of teaching-learning process. (Ndu, Ocho and Okeke, 1997) identified techniques of internal supervision of teaching process to include: classroom visitation which is paying unplanned visits to the classroom by the principal during lessons; observation techniques, here the principal watches the teacher while he delivers his lesson; demonstration techniques, here the teacher applies practical aspects like dramatization to deliver his lessons; and evaluation techniques, this is used by the teacher to get feedback in form of tests from the learners. These techniques are the tools used to drive home internal supervision of instructions. The supervisor and the supervisee will definitely improve the quality of the educational output for the realisation of goals for which the schools are established. They pointed out that for improvement of performance to take place, it must focus on laid down rules and regulations. These rules and regulations are: team work, initiative, freedom and integration. With these rules and regulations, the instructor is aided to firmly organise classroom tasks that will enhance the performance of the set objectives.

Federal Republic of Nigeria (FRN, 2016) states the goals of educational institution which among others includes enhancing the curiosity and initiatives in instructions. This document further states that it is necessary for the teacher to become competent in his chosen profession. It is quite clear that, internal supervision of instructions and classroom management are very important for the success of the objectives stated in the National Policy of Education. Wiles (1992) sees internal supervision as the supervision of instruction which is carried out by the school principal or whoever he delegates to do so as to improve teaching and learning, internal supervision is conducted from time to time. The internal supervisor visits the classroom, examines instructor's resources (lesson notes and other resources); observes the teaching styles, and takes note of classroom cordial relationship between teachers and learners for the purposes of improving teacher performance. In addition, some authors such as Eneasator (2001), Obi (2004) and Zuingh (2004) described internal supervision of teaching as an activity which is carried out by the school principal or head teacher or his appointed head in order to improve instruction-learning. The description shows that internal supervision of instructions is geared towards checks and balances of a teacher directly and continuously with the aim of improving his teaching abilities in secondary schools. In spite of this, not much study has been conducted to empirically ascertain the influence of internal supervision in improving teaching performance of teachers in secondary schools are happy about internal supervision because it broadens their knowledge. Also, irregular internal supervision have altered performance of students in schools. It makes the students to take their work seriously

in the schools. Therefore, it is important to investigate the influence of internal supervision of teacher on improving instructor performance in secondary schools in Edo State.

The current emphasis by the National Policy (FRN, 2016) on supervision is anchored on the need for the Edo State inspectorate to ensure quality control through regular inspection and from time to time supervision of instructions and to improve and maintain standards in Edo State secondary schools. The West Africa Secondary School Certificate Examination (WASSCE) 2005–2010 show that low percentage of candidates in Nigeria obtained good grades in at least five subjects including Mathematics and English Language. These were 27.53% in 2005, 15.56% in 2006, 25.54% in 2007, 13.76% in 2008, 25.99% in 2009 and about 20% in 2010 (Ajibade, 2011). Stakeholders are of the opinion that students' poor performance in West Africa Secondary School Certificate Examination should not just be attributed to lack of knowledge on learners' side but that instructional activities in schools should be examined. Ajibade (2011) posits that several reasons contribute to learner's poor performance in internal and external examinations. On the side of learners, he attributes it to lack of positive attitude to instruction, non-readiness, no reading habit, no study culture and uncovered syllabus.

On the other hand, Ajibade continued, learners' poor performance could be as a result of instructor's lack of commitment because he lacks the requisite academic qualifications, has poor knowledge of the subject matter, has lesson without stated objectives, lack depths in academic facts and knowledge, lack commitment, has poor pedagogy in evaluation of instruction, lack of commitment, higher learners ratio and over- crowded classrooms, does not follow rules and regulations, lack of co-ordinated rapport among some teachers in the secondary school system. In view of the above the question arises as to how internal supervision of instruction influences teachers performance in secondary schools. The problem of this study therefore is: what is the influence of internal supervision of instruction on improving teacher performance in secondary schools in Edo State?

METHODOLOGY

This chapter is based on the method adopted for this study. It was organized under the following sub-headings: Research design, Area of the Study, Population of the Study, Sample and Sampling Techniques, Instrument for data Collection, Validation of Instrument, Reliability of the Instrument, Method of data Collection and Method of data Analysis.

Data Analysis

Data were analysed using mean (\bar{X}) score standard deviation, t-test and analysis of variance (ANOVA). Mean was used to answer all the research questions posed in the study. A criterion mean (\bar{X}) of 2.50 was set for the study. The criterion mean (\bar{X}) was derived by adding up the scales values and dividing the sum by the number of scale options thus: $4 + 3 + 2 + 1 = 10 \div 4 = 2.50$.

Items with a mean (\bar{X}) score of ≥ 2.50 and above will be adjudged to have influence on teachers performance in classroom management in Edo State and a mean (\bar{X}) score below 2.50 was adjudged on the contrary. Standard deviation will be used to show the variations in teachers' responses. On the other hand, t-test was used to test hypotheses 1 and 2, while ANOVA was used to test hypotheses 3 and 4 at 0.05 level of significance.

Research Question One

How does the use of classroom visitation in internal supervision of instruction improve teacher performance in secondary schools?

Table 1: Mean ratings of the teacher on the use of classroom visitation in internal supervision improve teachers' performance

S/N	Items	N	\bar{X}	SD	Remarks
1	Provides room for exchange of ideas	404	3.77	0.50	SA
2	Contributes to professional relationship b/w teachers and schools	404	3.75	0.52	SA
3	It provides answers to instructional problems	404	3.73	0.53	SA
4	Classroom visitation enhances abilities and skills of individual teachers.	404	3.72	0.47	SA
5	Conduct the teacher and learning effort of the teachers	404	3.62	0.49	SA
6	Classroom visitation instill discipline on students	404	3.67	0.53	SA
7	Classroom visitation inspire teachers to demonstrates sound knowledge of subject matter during instruction	404	3.28	0.45	SA
8	Proper solution to teachers on professional, unethical, conduct likely to affect students good behavior	404	3.21	0.48	SA

Researcher's Field Work, 2017

The result of the data analysis presented on the table one indicates that the use of classroom visitation in internal supervision of instruction improves teacher's performance in secondary schools in Edo State, this is because classroom visitation provides room for exchange of ideas, contributes to professional relationship between teachers and schools, provides answers to instructional problems, enhances abilities and skills for individual teachers among others as shown on the table.

Research Question Two

How does the use of observation technique in internal supervision of instruction improve teachers' performance in classroom management?

Table 2: Mean ratings of the teacher on the use of observation technique in internal supervision of instruction for improving teachers’ performance in classroom management

S/N	Items	N	\bar{X}	SD	Remarks
9	Observation techniques is cooperative spirit to the extent that supervision is participatory	404	3.28	0.55	SA
10	Observation techniques enhance flexibility in classroom management.	404	3.38	0.59	SA
11	Help supervisor learn how teaching materials are effectively used.	404	3.43	0.65	SA
12	Observation techniques influences share of ideas for job satisfaction among teachers.	404	3.41	0.64	SA
13	Observation techniques create healthy channels of communication between teachers and supervisor	404	3.37	0.69	SA
14	Help the classroom teacher diagnoses his problems and know the causes and remedy	404	3.10	0.81	SA
15	Observation techniques inspire teachers to perform.	404	3.10	0.81	SA
16	Observation technique makes teachers to be resourceful.	404	3.21	0.65	SA

Researcher’s Field Work, 2017

The result of the data analysis presented on table two indicates that the use of observational techniques in internal supervision of instruction improve teachers performance in the classroom management in secondary schools in Edo State. This is because, the result revealed that observational technique makes teachers to be resourceful, inspire teacher to perform, makes supervision participatory, enhances flexibility in classroom managements among others.

Research Question Three

How does the use of demonstration technique in internal supervision of instruction improve teachers’ performance in classroom management in secondary schools in Edo State?

Table 3: Mean ratings of the teacher on the use of demonstration technique in internal supervision improves teachers’ performance in classroom management.

S/N	Items	N	\bar{X}	SD	Remarks
17	Demonstration techniques of supervision stimulate teachers’ growth & Development professionally.	404	3.51	0.57	SA
18	Supervision use the techniques to explain new innovations in education to teachers	404	3.61	0.52	SA
19	Demonstration techniques encourages teachers pulse of good method of teaching	404	3.61	0.59	SA
20	Demonstration techniques improves teachers performances	404	3.69	0.47	SA
21	It makes teaching and learning very meaningful	404	3.69	0.47	SA
22	It provides teachers with alternatives techniques of learning.	404	3.55	0.54	SA
23	It provides avenue for face to face interaction b/w teachers and supervisors.	404	3.46	0.49	SA
24	It helps in eliminating superior-inferior relationship thereby improving classroom instruction.	404	3.35	0.53	SA

Researcher’s Field Work, 2017

The result of the data analysis presented on table 3 indicates that the use of demonstration techniques in internal supervision of instruction improves teachers’ performances in classroom management in secondary schools in Edo State. This is because, from the result, observation technique stimulates teachers’ growth and development professionally, helps teachers to explain the changes in education encourages teacher’s use of good methods of teaching, and makes teaching and learning meaningful, provide teachers with alternative techniques of learning, provides avenue for face to face interaction between teachers and supervisors and helps in eliminating superior – inferior relationship, thereby, improving classroom instruction.

Research Question Four

How does the use of “evaluation technique” in internal supervision of instruction improve teachers’ performance in secondary schools in Edo State?

Table 4: Mean ratings of the teacher on the use of evaluation technique in internal supervision of instruction improves teachers performance in classroom management

S/ N	Items	N	\bar{X}	SD	Remarks
25	Evaluation techniques instill understanding of students by alert to improve himself.	404	3.46	0.62	SA
26	It helps the teacher to be alert to improve himself.	404	3.54	0.59	SA
27	Evaluation techniques helps in upgrading material resources of instruction.	404	3.65	0.54	SA
28	Stimulates teachers to improve their performances.	404	3.57	0.64	SA
30	Evaluation techniques increases participating activities in learning.	404	3.39	0.71	SA
31	Evaluation techniques provides alternatives for managing congested classes.	404	3.17	0.77	SA
32	Evaluation techniques makes teachers to be more antagonistic.	404	3.12	0.76	SA

Researcher's Field Work, 2017

The result of the data analysis presented on table four indicates that the use of evaluation in internal supervision of instruction improves performances in secondary schools in Edo State. This is because, the result on the table shows that evaluation instills understanding of learners by their teachers, helps teachers to be alert to improve himself, helps in upgrading material resources for instructions, stimulates teachers to improve their performances, broadens knowledge and increasing participating activities in learning.

Test of Hypotheses

Test of Hypothesis One

There is no significant difference in mean rating of male and female teachers on the influence of internal supervision of instruction on improving teachers' performances in classroom management in Edo State secondary schools.

Table 5: Test of Hypothesis on Gender differences

S/N	Gender	N	\bar{X}	SD	t-cal	t-crit.	Df	Decision																																																																																																																																										
1	Male	169	3.78	0.49	0.10	1.96	402	NS																																																																																																																																										
	Female	235	3.77	0.51					2	Male	169	3.75	0.05	0.05	1.96	402	NS	Female	235	3.75	0.50	3	Male	169	3.74	0.50	0.40	1.96	402	NS	Female	235	3.71	0.55	4	Male	169	3.71	0.48	0.40	1.96	402	NS	Female	235	3.73	0.48	5	Male	169	3.61	0.51	0.70	1.96	402	NS	Female	235	3.64	0.48	6	Male	169	3.37	0.54	0.06	1.96	402	NS	Female	235	3.37	0.53	7	Male	169	3.31	0.47	0.84	1.96	402	NS	Female	235	3.37	0.53	8	Male	169	3.26	0.50	1.67	1.96	402	NS	Female	235	3.17	0.47	9	Male	169	3.33	0.60	1.65	1.96	404	NS	Female	235	3.24	0.50	10	Male	169	3.40	0.60	0.57	1.96	404	NS	Female	235	3.37	0.60	11	Male	169	3.37	0.65	1.40	1.96	404	NS	Female	235	3.47	0.64	12	Male	169	3.37	0.63	1.39	1.96	402
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S/N	Gender	N	\bar{X}	SD	t-cal	t-crit.	Df	Decision																																																																																																																																																																																																																																																		
13	Male	169	3.27	0.68	2.63	1.96	402	Sig.																																																																																																																																																																																																																																																		
	Female	235	3.44	0.65					14	Male	169	3.14	0.80	0.67	1.96	402	NS	Female	235	3.07	0.81	15	Male	169	3.05	0.67	0.85	1.96	402	NS	Female	235	3.12	0.65	16	Male	169	3.26	0.65	1.35	1.96	402	NS	Female	235	3.17	0.65	17	Male	169	3.50	0.57	0.57	1.96	402	NS	Female	235	3.53	0.59	18	Male	169	3.55	0.52	1.92	1.96	402	NS	Female	235	3.65	0.50	19	Male	169	3.64	0.55	0.72	1.96	402	NS	Female	235	3.60	0.60	20	Male	169	3.72	0.47	0.70	1.96	402	NS	Female	235	3.67	0.50	21	Male	169	3.70	0.47	0.20	1.96	402	NS	Female	235	3.69	0.47	22	Male	169	3.54	0.53	0.27	1.96	402	NS	Female	235	3.55	0.55	23	Male	169	3.44	0.50	0.60	1.96	402	NS	Female	235	3.47	0.50	24	Male	169	3.35	0.54	0.04	1.96	402	NS	Female	235	3.45	0.52	25	Male	169	3.45	0.62	0.00	1.96	402	NS	Female	235	3.45	0.60	26	Male	169	3.57	0.55	0.87	1.96	402	NS	Female	235	3.52	0.62	27	Male	169	3.75	0.44	3.47	1.96	402	Sig	Female	235	3.75	0.60	28	Male	169	3.60	0.55	2.47	1.96	402	Sig	Female	235	3.47	0.65	29	Male	169	3.65	0.62	2.28	1.96	402	Sig	Female	234	3.52	0.65	30	Male	169	3.37	0.70	0.38	1.96	402	NS	Female	235	3.40	0.72	31	Male	169	3.20	0.80	0.80	1.96	402	NS	Female	235	3.15	0.75	32	Male	169	3.08	0.73	0.81	1.96	402
14	Male	169	3.14	0.80	0.67	1.96	402	NS																																																																																																																																																																																																																																																		
	Female	235	3.07	0.81					15	Male	169	3.05	0.67	0.85	1.96	402	NS	Female	235	3.12	0.65	16	Male	169	3.26	0.65	1.35	1.96	402	NS	Female	235	3.17	0.65	17	Male	169	3.50	0.57	0.57	1.96	402	NS	Female	235	3.53	0.59	18	Male	169	3.55	0.52	1.92	1.96	402	NS	Female	235	3.65	0.50	19	Male	169	3.64	0.55	0.72	1.96	402	NS	Female	235	3.60	0.60	20	Male	169	3.72	0.47	0.70	1.96	402	NS	Female	235	3.67	0.50	21	Male	169	3.70	0.47	0.20	1.96	402	NS	Female	235	3.69	0.47	22	Male	169	3.54	0.53	0.27	1.96	402	NS	Female	235	3.55	0.55	23	Male	169	3.44	0.50	0.60	1.96	402	NS	Female	235	3.47	0.50	24	Male	169	3.35	0.54	0.04	1.96	402	NS	Female	235	3.45	0.52	25	Male	169	3.45	0.62	0.00	1.96	402	NS	Female	235	3.45	0.60	26	Male	169	3.57	0.55	0.87	1.96	402	NS	Female	235	3.52	0.62	27	Male	169	3.75	0.44	3.47	1.96	402	Sig	Female	235	3.75	0.60	28	Male	169	3.60	0.55	2.47	1.96	402	Sig	Female	235	3.47	0.65	29	Male	169	3.65	0.62	2.28	1.96	402	Sig	Female	234	3.52	0.65	30	Male	169	3.37	0.70	0.38	1.96	402	NS	Female	235	3.40	0.72	31	Male	169	3.20	0.80	0.80	1.96	402	NS	Female	235	3.15	0.75	32	Male	169	3.08	0.73	0.81	1.96	402	NS	Female	235	3.15	0.77								
15	Male	169	3.05	0.67	0.85	1.96	402	NS																																																																																																																																																																																																																																																		
	Female	235	3.12	0.65					16	Male	169	3.26	0.65	1.35	1.96	402	NS	Female	235	3.17	0.65	17	Male	169	3.50	0.57	0.57	1.96	402	NS	Female	235	3.53	0.59	18	Male	169	3.55	0.52	1.92	1.96	402	NS	Female	235	3.65	0.50	19	Male	169	3.64	0.55	0.72	1.96	402	NS	Female	235	3.60	0.60	20	Male	169	3.72	0.47	0.70	1.96	402	NS	Female	235	3.67	0.50	21	Male	169	3.70	0.47	0.20	1.96	402	NS	Female	235	3.69	0.47	22	Male	169	3.54	0.53	0.27	1.96	402	NS	Female	235	3.55	0.55	23	Male	169	3.44	0.50	0.60	1.96	402	NS	Female	235	3.47	0.50	24	Male	169	3.35	0.54	0.04	1.96	402	NS	Female	235	3.45	0.52	25	Male	169	3.45	0.62	0.00	1.96	402	NS	Female	235	3.45	0.60	26	Male	169	3.57	0.55	0.87	1.96	402	NS	Female	235	3.52	0.62	27	Male	169	3.75	0.44	3.47	1.96	402	Sig	Female	235	3.75	0.60	28	Male	169	3.60	0.55	2.47	1.96	402	Sig	Female	235	3.47	0.65	29	Male	169	3.65	0.62	2.28	1.96	402	Sig	Female	234	3.52	0.65	30	Male	169	3.37	0.70	0.38	1.96	402	NS	Female	235	3.40	0.72	31	Male	169	3.20	0.80	0.80	1.96	402	NS	Female	235	3.15	0.75	32	Male	169	3.08	0.73	0.81	1.96	402	NS	Female	235	3.15	0.77																					
16	Male	169	3.26	0.65	1.35	1.96	402	NS																																																																																																																																																																																																																																																		
	Female	235	3.17	0.65					17	Male	169	3.50	0.57	0.57	1.96	402	NS	Female	235	3.53	0.59	18	Male	169	3.55	0.52	1.92	1.96	402	NS	Female	235	3.65	0.50	19	Male	169	3.64	0.55	0.72	1.96	402	NS	Female	235	3.60	0.60	20	Male	169	3.72	0.47	0.70	1.96	402	NS	Female	235	3.67	0.50	21	Male	169	3.70	0.47	0.20	1.96	402	NS	Female	235	3.69	0.47	22	Male	169	3.54	0.53	0.27	1.96	402	NS	Female	235	3.55	0.55	23	Male	169	3.44	0.50	0.60	1.96	402	NS	Female	235	3.47	0.50	24	Male	169	3.35	0.54	0.04	1.96	402	NS	Female	235	3.45	0.52	25	Male	169	3.45	0.62	0.00	1.96	402	NS	Female	235	3.45	0.60	26	Male	169	3.57	0.55	0.87	1.96	402	NS	Female	235	3.52	0.62	27	Male	169	3.75	0.44	3.47	1.96	402	Sig	Female	235	3.75	0.60	28	Male	169	3.60	0.55	2.47	1.96	402	Sig	Female	235	3.47	0.65	29	Male	169	3.65	0.62	2.28	1.96	402	Sig	Female	234	3.52	0.65	30	Male	169	3.37	0.70	0.38	1.96	402	NS	Female	235	3.40	0.72	31	Male	169	3.20	0.80	0.80	1.96	402	NS	Female	235	3.15	0.75	32	Male	169	3.08	0.73	0.81	1.96	402	NS	Female	235	3.15	0.77																																		
17	Male	169	3.50	0.57	0.57	1.96	402	NS																																																																																																																																																																																																																																																		
	Female	235	3.53	0.59					18	Male	169	3.55	0.52	1.92	1.96	402	NS	Female	235	3.65	0.50	19	Male	169	3.64	0.55	0.72	1.96	402	NS	Female	235	3.60	0.60	20	Male	169	3.72	0.47	0.70	1.96	402	NS	Female	235	3.67	0.50	21	Male	169	3.70	0.47	0.20	1.96	402	NS	Female	235	3.69	0.47	22	Male	169	3.54	0.53	0.27	1.96	402	NS	Female	235	3.55	0.55	23	Male	169	3.44	0.50	0.60	1.96	402	NS	Female	235	3.47	0.50	24	Male	169	3.35	0.54	0.04	1.96	402	NS	Female	235	3.45	0.52	25	Male	169	3.45	0.62	0.00	1.96	402	NS	Female	235	3.45	0.60	26	Male	169	3.57	0.55	0.87	1.96	402	NS	Female	235	3.52	0.62	27	Male	169	3.75	0.44	3.47	1.96	402	Sig	Female	235	3.75	0.60	28	Male	169	3.60	0.55	2.47	1.96	402	Sig	Female	235	3.47	0.65	29	Male	169	3.65	0.62	2.28	1.96	402	Sig	Female	234	3.52	0.65	30	Male	169	3.37	0.70	0.38	1.96	402	NS	Female	235	3.40	0.72	31	Male	169	3.20	0.80	0.80	1.96	402	NS	Female	235	3.15	0.75	32	Male	169	3.08	0.73	0.81	1.96	402	NS	Female	235	3.15	0.77																																															
18	Male	169	3.55	0.52	1.92	1.96	402	NS																																																																																																																																																																																																																																																		
	Female	235	3.65	0.50					19	Male	169	3.64	0.55	0.72	1.96	402	NS	Female	235	3.60	0.60	20	Male	169	3.72	0.47	0.70	1.96	402	NS	Female	235	3.67	0.50	21	Male	169	3.70	0.47	0.20	1.96	402	NS	Female	235	3.69	0.47	22	Male	169	3.54	0.53	0.27	1.96	402	NS	Female	235	3.55	0.55	23	Male	169	3.44	0.50	0.60	1.96	402	NS	Female	235	3.47	0.50	24	Male	169	3.35	0.54	0.04	1.96	402	NS	Female	235	3.45	0.52	25	Male	169	3.45	0.62	0.00	1.96	402	NS	Female	235	3.45	0.60	26	Male	169	3.57	0.55	0.87	1.96	402	NS	Female	235	3.52	0.62	27	Male	169	3.75	0.44	3.47	1.96	402	Sig	Female	235	3.75	0.60	28	Male	169	3.60	0.55	2.47	1.96	402	Sig	Female	235	3.47	0.65	29	Male	169	3.65	0.62	2.28	1.96	402	Sig	Female	234	3.52	0.65	30	Male	169	3.37	0.70	0.38	1.96	402	NS	Female	235	3.40	0.72	31	Male	169	3.20	0.80	0.80	1.96	402	NS	Female	235	3.15	0.75	32	Male	169	3.08	0.73	0.81	1.96	402	NS	Female	235	3.15	0.77																																																												
19	Male	169	3.64	0.55	0.72	1.96	402	NS																																																																																																																																																																																																																																																		
	Female	235	3.60	0.60					20	Male	169	3.72	0.47	0.70	1.96	402	NS	Female	235	3.67	0.50	21	Male	169	3.70	0.47	0.20	1.96	402	NS	Female	235	3.69	0.47	22	Male	169	3.54	0.53	0.27	1.96	402	NS	Female	235	3.55	0.55	23	Male	169	3.44	0.50	0.60	1.96	402	NS	Female	235	3.47	0.50	24	Male	169	3.35	0.54	0.04	1.96	402	NS	Female	235	3.45	0.52	25	Male	169	3.45	0.62	0.00	1.96	402	NS	Female	235	3.45	0.60	26	Male	169	3.57	0.55	0.87	1.96	402	NS	Female	235	3.52	0.62	27	Male	169	3.75	0.44	3.47	1.96	402	Sig	Female	235	3.75	0.60	28	Male	169	3.60	0.55	2.47	1.96	402	Sig	Female	235	3.47	0.65	29	Male	169	3.65	0.62	2.28	1.96	402	Sig	Female	234	3.52	0.65	30	Male	169	3.37	0.70	0.38	1.96	402	NS	Female	235	3.40	0.72	31	Male	169	3.20	0.80	0.80	1.96	402	NS	Female	235	3.15	0.75	32	Male	169	3.08	0.73	0.81	1.96	402	NS	Female	235	3.15	0.77																																																																									
20	Male	169	3.72	0.47	0.70	1.96	402	NS																																																																																																																																																																																																																																																		
	Female	235	3.67	0.50					21	Male	169	3.70	0.47	0.20	1.96	402	NS	Female	235	3.69	0.47	22	Male	169	3.54	0.53	0.27	1.96	402	NS	Female	235	3.55	0.55	23	Male	169	3.44	0.50	0.60	1.96	402	NS	Female	235	3.47	0.50	24	Male	169	3.35	0.54	0.04	1.96	402	NS	Female	235	3.45	0.52	25	Male	169	3.45	0.62	0.00	1.96	402	NS	Female	235	3.45	0.60	26	Male	169	3.57	0.55	0.87	1.96	402	NS	Female	235	3.52	0.62	27	Male	169	3.75	0.44	3.47	1.96	402	Sig	Female	235	3.75	0.60	28	Male	169	3.60	0.55	2.47	1.96	402	Sig	Female	235	3.47	0.65	29	Male	169	3.65	0.62	2.28	1.96	402	Sig	Female	234	3.52	0.65	30	Male	169	3.37	0.70	0.38	1.96	402	NS	Female	235	3.40	0.72	31	Male	169	3.20	0.80	0.80	1.96	402	NS	Female	235	3.15	0.75	32	Male	169	3.08	0.73	0.81	1.96	402	NS	Female	235	3.15	0.77																																																																																						
21	Male	169	3.70	0.47	0.20	1.96	402	NS																																																																																																																																																																																																																																																		
	Female	235	3.69	0.47					22	Male	169	3.54	0.53	0.27	1.96	402	NS	Female	235	3.55	0.55	23	Male	169	3.44	0.50	0.60	1.96	402	NS	Female	235	3.47	0.50	24	Male	169	3.35	0.54	0.04	1.96	402	NS	Female	235	3.45	0.52	25	Male	169	3.45	0.62	0.00	1.96	402	NS	Female	235	3.45	0.60	26	Male	169	3.57	0.55	0.87	1.96	402	NS	Female	235	3.52	0.62	27	Male	169	3.75	0.44	3.47	1.96	402	Sig	Female	235	3.75	0.60	28	Male	169	3.60	0.55	2.47	1.96	402	Sig	Female	235	3.47	0.65	29	Male	169	3.65	0.62	2.28	1.96	402	Sig	Female	234	3.52	0.65	30	Male	169	3.37	0.70	0.38	1.96	402	NS	Female	235	3.40	0.72	31	Male	169	3.20	0.80	0.80	1.96	402	NS	Female	235	3.15	0.75	32	Male	169	3.08	0.73	0.81	1.96	402	NS	Female	235	3.15	0.77																																																																																																			
22	Male	169	3.54	0.53	0.27	1.96	402	NS																																																																																																																																																																																																																																																		
	Female	235	3.55	0.55					23	Male	169	3.44	0.50	0.60	1.96	402	NS	Female	235	3.47	0.50	24	Male	169	3.35	0.54	0.04	1.96	402	NS	Female	235	3.45	0.52	25	Male	169	3.45	0.62	0.00	1.96	402	NS	Female	235	3.45	0.60	26	Male	169	3.57	0.55	0.87	1.96	402	NS	Female	235	3.52	0.62	27	Male	169	3.75	0.44	3.47	1.96	402	Sig	Female	235	3.75	0.60	28	Male	169	3.60	0.55	2.47	1.96	402	Sig	Female	235	3.47	0.65	29	Male	169	3.65	0.62	2.28	1.96	402	Sig	Female	234	3.52	0.65	30	Male	169	3.37	0.70	0.38	1.96	402	NS	Female	235	3.40	0.72	31	Male	169	3.20	0.80	0.80	1.96	402	NS	Female	235	3.15	0.75	32	Male	169	3.08	0.73	0.81	1.96	402	NS	Female	235	3.15	0.77																																																																																																																
23	Male	169	3.44	0.50	0.60	1.96	402	NS																																																																																																																																																																																																																																																		
	Female	235	3.47	0.50					24	Male	169	3.35	0.54	0.04	1.96	402	NS	Female	235	3.45	0.52	25	Male	169	3.45	0.62	0.00	1.96	402	NS	Female	235	3.45	0.60	26	Male	169	3.57	0.55	0.87	1.96	402	NS	Female	235	3.52	0.62	27	Male	169	3.75	0.44	3.47	1.96	402	Sig	Female	235	3.75	0.60	28	Male	169	3.60	0.55	2.47	1.96	402	Sig	Female	235	3.47	0.65	29	Male	169	3.65	0.62	2.28	1.96	402	Sig	Female	234	3.52	0.65	30	Male	169	3.37	0.70	0.38	1.96	402	NS	Female	235	3.40	0.72	31	Male	169	3.20	0.80	0.80	1.96	402	NS	Female	235	3.15	0.75	32	Male	169	3.08	0.73	0.81	1.96	402	NS	Female	235	3.15	0.77																																																																																																																													
24	Male	169	3.35	0.54	0.04	1.96	402	NS																																																																																																																																																																																																																																																		
	Female	235	3.45	0.52					25	Male	169	3.45	0.62	0.00	1.96	402	NS	Female	235	3.45	0.60	26	Male	169	3.57	0.55	0.87	1.96	402	NS	Female	235	3.52	0.62	27	Male	169	3.75	0.44	3.47	1.96	402	Sig	Female	235	3.75	0.60	28	Male	169	3.60	0.55	2.47	1.96	402	Sig	Female	235	3.47	0.65	29	Male	169	3.65	0.62	2.28	1.96	402	Sig	Female	234	3.52	0.65	30	Male	169	3.37	0.70	0.38	1.96	402	NS	Female	235	3.40	0.72	31	Male	169	3.20	0.80	0.80	1.96	402	NS	Female	235	3.15	0.75	32	Male	169	3.08	0.73	0.81	1.96	402	NS	Female	235	3.15	0.77																																																																																																																																										
25	Male	169	3.45	0.62	0.00	1.96	402	NS																																																																																																																																																																																																																																																		
	Female	235	3.45	0.60					26	Male	169	3.57	0.55	0.87	1.96	402	NS	Female	235	3.52	0.62	27	Male	169	3.75	0.44	3.47	1.96	402	Sig	Female	235	3.75	0.60	28	Male	169	3.60	0.55	2.47	1.96	402	Sig	Female	235	3.47	0.65	29	Male	169	3.65	0.62	2.28	1.96	402	Sig	Female	234	3.52	0.65	30	Male	169	3.37	0.70	0.38	1.96	402	NS	Female	235	3.40	0.72	31	Male	169	3.20	0.80	0.80	1.96	402	NS	Female	235	3.15	0.75	32	Male	169	3.08	0.73	0.81	1.96	402	NS	Female	235	3.15	0.77																																																																																																																																																							
26	Male	169	3.57	0.55	0.87	1.96	402	NS																																																																																																																																																																																																																																																		
	Female	235	3.52	0.62					27	Male	169	3.75	0.44	3.47	1.96	402	Sig	Female	235	3.75	0.60	28	Male	169	3.60	0.55	2.47	1.96	402	Sig	Female	235	3.47	0.65	29	Male	169	3.65	0.62	2.28	1.96	402	Sig	Female	234	3.52	0.65	30	Male	169	3.37	0.70	0.38	1.96	402	NS	Female	235	3.40	0.72	31	Male	169	3.20	0.80	0.80	1.96	402	NS	Female	235	3.15	0.75	32	Male	169	3.08	0.73	0.81	1.96	402	NS	Female	235	3.15	0.77																																																																																																																																																																				
27	Male	169	3.75	0.44	3.47	1.96	402	Sig																																																																																																																																																																																																																																																		
	Female	235	3.75	0.60					28	Male	169	3.60	0.55	2.47	1.96	402	Sig	Female	235	3.47	0.65	29	Male	169	3.65	0.62	2.28	1.96	402	Sig	Female	234	3.52	0.65	30	Male	169	3.37	0.70	0.38	1.96	402	NS	Female	235	3.40	0.72	31	Male	169	3.20	0.80	0.80	1.96	402	NS	Female	235	3.15	0.75	32	Male	169	3.08	0.73	0.81	1.96	402	NS	Female	235	3.15	0.77																																																																																																																																																																																	
28	Male	169	3.60	0.55	2.47	1.96	402	Sig																																																																																																																																																																																																																																																		
	Female	235	3.47	0.65					29	Male	169	3.65	0.62	2.28	1.96	402	Sig	Female	234	3.52	0.65	30	Male	169	3.37	0.70	0.38	1.96	402	NS	Female	235	3.40	0.72	31	Male	169	3.20	0.80	0.80	1.96	402	NS	Female	235	3.15	0.75	32	Male	169	3.08	0.73	0.81	1.96	402	NS	Female	235	3.15	0.77																																																																																																																																																																																														
29	Male	169	3.65	0.62	2.28	1.96	402	Sig																																																																																																																																																																																																																																																		
	Female	234	3.52	0.65					30	Male	169	3.37	0.70	0.38	1.96	402	NS	Female	235	3.40	0.72	31	Male	169	3.20	0.80	0.80	1.96	402	NS	Female	235	3.15	0.75	32	Male	169	3.08	0.73	0.81	1.96	402	NS	Female	235	3.15	0.77																																																																																																																																																																																																											
30	Male	169	3.37	0.70	0.38	1.96	402	NS																																																																																																																																																																																																																																																		
	Female	235	3.40	0.72					31	Male	169	3.20	0.80	0.80	1.96	402	NS	Female	235	3.15	0.75	32	Male	169	3.08	0.73	0.81	1.96	402	NS	Female	235	3.15	0.77																																																																																																																																																																																																																								
31	Male	169	3.20	0.80	0.80	1.96	402	NS																																																																																																																																																																																																																																																		
	Female	235	3.15	0.75					32	Male	169	3.08	0.73	0.81	1.96	402	NS	Female	235	3.15	0.77																																																																																																																																																																																																																																					
32	Male	169	3.08	0.73	0.81	1.96	402	NS																																																																																																																																																																																																																																																		
	Female	235	3.15	0.77																																																																																																																																																																																																																																																						

Researcher's Field Work, 2017

The result of the t-test analysis presented on table 5 indicates that there was no significant differences in the male and female teachers on the influence of internal supervision of instruction for improving teachers performances in senior secondary school in Edo State in items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, and 32. This is because the t-calculated values are less than t-critical values, therefore the researcher uphold the null hypothesis, on the other hand, there was significant difference in the mean ratings of male and female teachers on the influence of internal supervision of instruction on improving teachers performances in secondary schools in Edo State o in items 13, 27, 28 & 29. Overall, there is no significant influence in the mean rating of teachers on the influence of internal supervision on improving teacher performance in secondary schools based on gender.

Test of Hypothesis Two

There is no significant difference in the mean ratings of teachers on the influence of internal supervision of instruction on improving teacher’s performance in secondary schools in Edo State by location.

Table 6: Location Differences: Using t-test

S/N	Location	N	\bar{X}	SD	t-cal	t-crit.	Df	Decision																																																																																																																																																							
1	Urban	224	3.74	0.55	1.60	1.96	402	NS																																																																																																																																																							
	Rural	180	3.82	0.43					2	Urban	224	3.69	0.56	2.73	1.96	402	Sig.	Rural	180	3.83	0.45	3	Urban	224	3.67	0.58	2.57	1.96	402	Sig.	Rural	180	3.80	0.44	4	Urban	224	3.63	0.52	3.93	1.96	402	Sig.	Rural	180	3.82	0.39	5	Urban	224	3.63	0.49	0.26	1.96	402	NS	Rural	180	3.62	0.49	6	Urban	224	3.39	0.55	1.21	1.96	402	Sig.	Rural	180	3.33	0.48	7	Urban	224	3.34	0.48	3.23	1.96	402	Sig.	Rural	180	3.20	0.40	8	Urban	224	3.26	0.53	2.40	1.96	402	Sig.	Rural	180	3.14	0.39	9	Urban	224	3.29	0.55	0.91	1.96	402	NS	Rural	180	3.24	0.56	10	Urban	224	3.34	0.62	1.22	1.96	402	Sig.	Rural	180	3.42	0.58	11	Urban	224	3.41	0.64	0.52	1.96	402	Sig.	Rural	180	3.44	0.65	12	Urban	224	3.38	0.67	0.59	1.96	402	Sig.	Rural	180	3.46	3.46	13	Urban	224	3.25	0.67	3.67	1.96	402
2	Urban	224	3.69	0.56	2.73	1.96	402	Sig.																																																																																																																																																							
	Rural	180	3.83	0.45					3	Urban	224	3.67	0.58	2.57	1.96	402	Sig.	Rural	180	3.80	0.44	4	Urban	224	3.63	0.52	3.93	1.96	402	Sig.	Rural	180	3.82	0.39	5	Urban	224	3.63	0.49	0.26	1.96	402	NS	Rural	180	3.62	0.49	6	Urban	224	3.39	0.55	1.21	1.96	402	Sig.	Rural	180	3.33	0.48	7	Urban	224	3.34	0.48	3.23	1.96	402	Sig.	Rural	180	3.20	0.40	8	Urban	224	3.26	0.53	2.40	1.96	402	Sig.	Rural	180	3.14	0.39	9	Urban	224	3.29	0.55	0.91	1.96	402	NS	Rural	180	3.24	0.56	10	Urban	224	3.34	0.62	1.22	1.96	402	Sig.	Rural	180	3.42	0.58	11	Urban	224	3.41	0.64	0.52	1.96	402	Sig.	Rural	180	3.44	0.65	12	Urban	224	3.38	0.67	0.59	1.96	402	Sig.	Rural	180	3.46	3.46	13	Urban	224	3.25	0.67	3.67	1.96	402	Sig	Rural	180	3.49	0.63								
3	Urban	224	3.67	0.58	2.57	1.96	402	Sig.																																																																																																																																																							
	Rural	180	3.80	0.44					4	Urban	224	3.63	0.52	3.93	1.96	402	Sig.	Rural	180	3.82	0.39	5	Urban	224	3.63	0.49	0.26	1.96	402	NS	Rural	180	3.62	0.49	6	Urban	224	3.39	0.55	1.21	1.96	402	Sig.	Rural	180	3.33	0.48	7	Urban	224	3.34	0.48	3.23	1.96	402	Sig.	Rural	180	3.20	0.40	8	Urban	224	3.26	0.53	2.40	1.96	402	Sig.	Rural	180	3.14	0.39	9	Urban	224	3.29	0.55	0.91	1.96	402	NS	Rural	180	3.24	0.56	10	Urban	224	3.34	0.62	1.22	1.96	402	Sig.	Rural	180	3.42	0.58	11	Urban	224	3.41	0.64	0.52	1.96	402	Sig.	Rural	180	3.44	0.65	12	Urban	224	3.38	0.67	0.59	1.96	402	Sig.	Rural	180	3.46	3.46	13	Urban	224	3.25	0.67	3.67	1.96	402	Sig	Rural	180	3.49	0.63																					
4	Urban	224	3.63	0.52	3.93	1.96	402	Sig.																																																																																																																																																							
	Rural	180	3.82	0.39					5	Urban	224	3.63	0.49	0.26	1.96	402	NS	Rural	180	3.62	0.49	6	Urban	224	3.39	0.55	1.21	1.96	402	Sig.	Rural	180	3.33	0.48	7	Urban	224	3.34	0.48	3.23	1.96	402	Sig.	Rural	180	3.20	0.40	8	Urban	224	3.26	0.53	2.40	1.96	402	Sig.	Rural	180	3.14	0.39	9	Urban	224	3.29	0.55	0.91	1.96	402	NS	Rural	180	3.24	0.56	10	Urban	224	3.34	0.62	1.22	1.96	402	Sig.	Rural	180	3.42	0.58	11	Urban	224	3.41	0.64	0.52	1.96	402	Sig.	Rural	180	3.44	0.65	12	Urban	224	3.38	0.67	0.59	1.96	402	Sig.	Rural	180	3.46	3.46	13	Urban	224	3.25	0.67	3.67	1.96	402	Sig	Rural	180	3.49	0.63																																		
5	Urban	224	3.63	0.49	0.26	1.96	402	NS																																																																																																																																																							
	Rural	180	3.62	0.49					6	Urban	224	3.39	0.55	1.21	1.96	402	Sig.	Rural	180	3.33	0.48	7	Urban	224	3.34	0.48	3.23	1.96	402	Sig.	Rural	180	3.20	0.40	8	Urban	224	3.26	0.53	2.40	1.96	402	Sig.	Rural	180	3.14	0.39	9	Urban	224	3.29	0.55	0.91	1.96	402	NS	Rural	180	3.24	0.56	10	Urban	224	3.34	0.62	1.22	1.96	402	Sig.	Rural	180	3.42	0.58	11	Urban	224	3.41	0.64	0.52	1.96	402	Sig.	Rural	180	3.44	0.65	12	Urban	224	3.38	0.67	0.59	1.96	402	Sig.	Rural	180	3.46	3.46	13	Urban	224	3.25	0.67	3.67	1.96	402	Sig	Rural	180	3.49	0.63																																															
6	Urban	224	3.39	0.55	1.21	1.96	402	Sig.																																																																																																																																																							
	Rural	180	3.33	0.48					7	Urban	224	3.34	0.48	3.23	1.96	402	Sig.	Rural	180	3.20	0.40	8	Urban	224	3.26	0.53	2.40	1.96	402	Sig.	Rural	180	3.14	0.39	9	Urban	224	3.29	0.55	0.91	1.96	402	NS	Rural	180	3.24	0.56	10	Urban	224	3.34	0.62	1.22	1.96	402	Sig.	Rural	180	3.42	0.58	11	Urban	224	3.41	0.64	0.52	1.96	402	Sig.	Rural	180	3.44	0.65	12	Urban	224	3.38	0.67	0.59	1.96	402	Sig.	Rural	180	3.46	3.46	13	Urban	224	3.25	0.67	3.67	1.96	402	Sig	Rural	180	3.49	0.63																																																												
7	Urban	224	3.34	0.48	3.23	1.96	402	Sig.																																																																																																																																																							
	Rural	180	3.20	0.40					8	Urban	224	3.26	0.53	2.40	1.96	402	Sig.	Rural	180	3.14	0.39	9	Urban	224	3.29	0.55	0.91	1.96	402	NS	Rural	180	3.24	0.56	10	Urban	224	3.34	0.62	1.22	1.96	402	Sig.	Rural	180	3.42	0.58	11	Urban	224	3.41	0.64	0.52	1.96	402	Sig.	Rural	180	3.44	0.65	12	Urban	224	3.38	0.67	0.59	1.96	402	Sig.	Rural	180	3.46	3.46	13	Urban	224	3.25	0.67	3.67	1.96	402	Sig	Rural	180	3.49	0.63																																																																									
8	Urban	224	3.26	0.53	2.40	1.96	402	Sig.																																																																																																																																																							
	Rural	180	3.14	0.39					9	Urban	224	3.29	0.55	0.91	1.96	402	NS	Rural	180	3.24	0.56	10	Urban	224	3.34	0.62	1.22	1.96	402	Sig.	Rural	180	3.42	0.58	11	Urban	224	3.41	0.64	0.52	1.96	402	Sig.	Rural	180	3.44	0.65	12	Urban	224	3.38	0.67	0.59	1.96	402	Sig.	Rural	180	3.46	3.46	13	Urban	224	3.25	0.67	3.67	1.96	402	Sig	Rural	180	3.49	0.63																																																																																						
9	Urban	224	3.29	0.55	0.91	1.96	402	NS																																																																																																																																																							
	Rural	180	3.24	0.56					10	Urban	224	3.34	0.62	1.22	1.96	402	Sig.	Rural	180	3.42	0.58	11	Urban	224	3.41	0.64	0.52	1.96	402	Sig.	Rural	180	3.44	0.65	12	Urban	224	3.38	0.67	0.59	1.96	402	Sig.	Rural	180	3.46	3.46	13	Urban	224	3.25	0.67	3.67	1.96	402	Sig	Rural	180	3.49	0.63																																																																																																			
10	Urban	224	3.34	0.62	1.22	1.96	402	Sig.																																																																																																																																																							
	Rural	180	3.42	0.58					11	Urban	224	3.41	0.64	0.52	1.96	402	Sig.	Rural	180	3.44	0.65	12	Urban	224	3.38	0.67	0.59	1.96	402	Sig.	Rural	180	3.46	3.46	13	Urban	224	3.25	0.67	3.67	1.96	402	Sig	Rural	180	3.49	0.63																																																																																																																
11	Urban	224	3.41	0.64	0.52	1.96	402	Sig.																																																																																																																																																							
	Rural	180	3.44	0.65					12	Urban	224	3.38	0.67	0.59	1.96	402	Sig.	Rural	180	3.46	3.46	13	Urban	224	3.25	0.67	3.67	1.96	402	Sig	Rural	180	3.49	0.63																																																																																																																													
12	Urban	224	3.38	0.67	0.59	1.96	402	Sig.																																																																																																																																																							
	Rural	180	3.46	3.46					13	Urban	224	3.25	0.67	3.67	1.96	402	Sig	Rural	180	3.49	0.63																																																																																																																																										
13	Urban	224	3.25	0.67	3.67	1.96	402	Sig																																																																																																																																																							
	Rural	180	3.49	0.63																																																																																																																																																											

14	Urban	224	3.10	0.80	0.10	1.96	402	NS
	Rural	180	3.09	0.80				
15	Urban	224	3.12	0.89	0.83	1.96	402	NS
	Rural	180	3.06	0.63				
16	Urban	224	3.19	0.66	0.23	1.96	402	NS
	Rural	180	3.21	0.63				
17	Urban	224	3.40	0.59	0.56	1.96	402	NS
	Rural	180	3.53	0.55				
18	Urban	224	3.58	0.53	0.73	1.96	402	NS
	Rural	180	3.62	0.49				
19	Urban	224	3.78	0.65	1.27	1.96	402	NS
	Rural	180	3.65	0.48				
20	Urban	224	3.66	0.51	1.39	1.96	402	NS
	Rural	180	3.73	0.45				

Table 6 Continued:

S/N	Location	N	\bar{X}	SD	t-cal	t-crit.	Df	Decision
21	Urban	224	3.69	0.46	0.05	1.96	402	NS
	Rural	180	3.69	0.47				
22	Urban	224	3.49	0.57	2.35	1.96	402	Sig.
	Rural	180	3.62	0.49				
23	Urban	224	3.43	0.50	1.01	1.96	402	NS
	Rural	180	3.48	0.50				
24	Urban	224	3.33	0.53	0.58	1.96	402	NS
	Rural	180	3.36	0.53				
25	Urban	224	3.42	0.64	1.48	1.96	402	NS
	Rural	180	3.51	0.56				
26	Urban	224	3.47	0.61	2.27	1.96	402	Sig
	Rural	180	3.61	0.55				
27	Urban	224	3.68	0.52	1.65	1.96	402	NS
	Rural	180	3.59	0.56				
28	Urban	224	3.56	0.61	1.13	1.96	402	NS
	Rural	180	3.59	0.61				
29	Urban	224	3.55	0.67	0.79	1.96	402	NS
	Rural	180	3.60	0.60				
30	Urban	224	3.39	0.68	0.13	1.96	402	NS
	Rural	180	3.38	0.74				
31	Urban	224	3.16	0.79	0.29	1.96	402	NS
	Rural	180	3.18	0.75				
32	Urban	224	3.08	0.78	1.15	1.96	402	NS
	Rural	180	3.17	0.79				

Researcher's Field Work, 2017

The t-test analysis presented in table 5 indicates that there was no significant difference in the mean ratings of urban and rural teachers on the influence of internal supervision of instruction for improving teacher performance in secondary schools in Edo State in items 1, 5, 6, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 27, 28, 29, 30, 31, and 32. This is because the t-calculated values are less than the t-critical values. Therefore, the researcher upheld the null hypothesis in those items. While items 2, 3, 4, 7, 8, 13, 22, & 26 indicates that there was significant difference in the mean rating of urban and rural teachers on the influence of internal supervision of internal of internal supervision of instruction on improving teachers performance in secondary schools in Edo State. This is because the t-calculated values in those items is greater than the t-critical, the researcher therefore reject the null hypothesis. This showed a non-significant difference. Therefore, the hypothesis that stated that there is no significant difference in the mean rating of teachers on the influence of internal supervision on improving teacher performance in secondary school by location was not rejected.

Test of Hypothesis Three

There is no significant difference in the mean ratings of teachers on the influence of internal supervision of instructions in improving their performance in classroom management based on their Educational qualification.

Table 7: Influence of internal supervision of instructions in improving their performance: Using Analysis of Variance

S/N	Source of Variation	Df	Sum of Squares (SS)	Mean sum of Squares (MSS)	F-cal	F-crit
1	B/w Groups	2	0.73	0.37	1.45	3.00
	Within Groups	401	100.33	0.25		
	Total	403	101.05			
2	B/w Groups	2	0.16	0.79	0.29	3.00
	Within Groups	401	107.59	0.27		
	Total	403	107.75			
3	B/w Groups	2	1.48	0.75	2.65	3.00
	Within Groups	401	111.04	0.28		
	Total	403	112.50			
4	B/w Groups	2	0.97	0.49	2.15	3.00
	Within Groups	401	89.30	0.23		
	Total	403	90.27			
5	B/w Groups	2	0.33	0.17	2.52	3.00
	Within Groups	401	96.49	0.25		
	Total	403	96.82			
6	B/w Groups	2	1.39	0.69	2.52	3.00
	Within Groups	401	110.67	0.27		
	Total	403	112.05			

Table 7 Continued:

S/N	Source of Variation	Df	Sum of Squares (SS)	Mean sum of Squares (MSS)	F-cal	F-crit
7	B/w Groups	2	0.17	0.08	0.40	3.00
	Within Groups	401	81.24	0.20		
	Total	403	81.40			
8	B/w Groups	2	0.37	0.84	0.79	3.00
	Within Groups	401	92.17	0.23		
	Total	403	92.54			
9	B/w Groups	2	0.50	0.25	2.83	3.00
	Within Groups	401	121.55	0.30		
	Total	403	122.05			
10	B/w Groups	2	0.77	0.39	1.07	3.00
	Within Groups	401	144.05	0.35		
	Total	403	144.82			
11	B/w Groups	2	1.35	0.67	1.64	3.00
	Within Groups	401	165.43	0.42		
	Total	403	166.77			
12	B/w Groups	2	2.10	1.05	2.63	3.00
	Within Groups	401	160.20	0.39		
	Total	403	162.30			
13	B/w Groups	2	2.50	1.25	2.87	3.00
	Within Groups	401	174.73	0.44		
	Total	403	177.24			
14	B/w Groups	2	1.75	0.87	1.37	3.00
	Within Groups	401	256.29	0.64		
	Total	403	258.04			
15	B/w Groups	2	1.64	0.82	1.89	
	Within Groups	401	173.97	0.44		
	Total	403	175.62			
16	B/w Groups	2	1.25	0.63	1.49	3.00
	Within Groups	401	168.12	0.42		
	Total	403	169.35			
17	B/w Groups	2	0.55	0.27	0.84	3.00
	Within Groups	401	132.40	0.34		
	Total	403	132.97			
18	B/w Groups	2	0.77	0.39	0.50	3.00
	Within Groups	401	104.05	0.25		
	Total	403	104.84			
19	B/w Groups	2	4.62	2.30	11.04	3.00
	Within Groups	401	131.59	0.33		
	Total	403	136.20			

Table 7 Continued:

S/N	Source of Variation	Df	Sum of Squares (SS)	Mean sum of Squares (MSS)	F-cal	F-crit
20	B/w Groups	2		0.22	0.92	3.00
	Within Groups	401	93.89	0.23		
	Total	403	94.32			
21	B/w Groups	2	1.05	0.53	2.44	3.00
	Within Groups	401	86.89	0.22		
	Total	403	87.95			
22	B/w Groups	2	0.87	0.44	1.49	3.00
	Within Groups	401	115.25	0.29		
	Total	403	116.10			
23	B/w Groups	2	0.15	0.07	0.32	3.00
	Within Groups	401	100.05	0.25		
	Total	403	100.20			
24	B/w Groups	2	0.87	0.44	1.59	3.00
	Within Groups	401	110.29	0.27		
	Total	403	111.17			
25	B/w Groups	2	0.12	0.05	0.15	3.00
	Within Groups	401	150.09	0.37		
	Total	403	150.19			
26	B/w Groups	2	1.29	1.65	1.87	3.00
	Within Groups	401	137.29	0.35		
	Total	403	138.59			
27	B/w Groups	2	0.45	0.23	0.77	3.00
	Within Groups	401	116.25	0.29		
	Total	403	116.67			
28	B/w Groups	2	2.59	1.29	3.49	3.00
	Within Groups	401	148.13	0.37		
	Total	403	150.70			
29	B/w Groups	2	1.75	0.87	2.15	3.00
	Within Groups	401	163.17	0.40		
	Total	403	164.92			
30	B/w Groups	2	0.15	0.07	0.15	3.00
	Within Groups	401	201.84	0.50		
	Total	403	201.99			
31	B/w Groups	2	2.25	1.13	1.90	3.00
	Within Groups	401	236.97	0.59		
	Total	403	239.22			
32	B/w Groups	2	0.47	0.24	0.42	3.00
	Within Groups	401	227.83	0.57		
	Total	403	228.29			

Researcher's Field Work, 2017

The analysis of variance (ANOVA) Result of teachers' Response based on Educational qualification as presented on table 7 revealed that items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14,

15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, and 31 shows that there was no significant difference in the mean rating of teachers on the influence of internal supervision of instruction in improving teachers performances in classroom management based on their educational qualification in secondary schools in Edo State. This is because the F-calculated values are less than F-critical value of 3.00 as shown on the above table. Therefore, the results were no significant while in items 19 and 28 shows that there was significant difference in the mean rating of teachers on the influence of internal supervision of instruction in improving teachers performances in classroom management based on their educational qualification in secondary schools in Edo State. This is because the F-calculated values are greater than the F-critical value of 3.00 as shown in table 4. The hypothesis on educational qualification was not rejected.

Test of Hypothesis Four

There is no significant difference in the mean ratings of teachers on the influence of internal supervision of instruction on improving teacher’s performance in secondary schools based on teachers’ experience

Table 8: Test of Analysis of variance Results based on teachers experiences

Item/No	Source of Variation	Df	Sum of Squares (SS)	Mean Squares (MSS)	F-cal	F-crit
1	B/w Groups	3	4.69	1.57	6.49	3.00
	Within Groups	400	46.35	0.25		
	Total	403	101.05			
2	B/w Groups	3	2.45	0.82	3.12	3.00
	Within Groups	400	105.29	0.27		
	Total	403	107.75			
3	B/w Groups	3	5.35	1.79	6.67	3.00
	Within Groups	400	107.15	0.27		
	Total	403	112.50			
4	B/w Groups	3	2.55	0.85	3.87	3.00
	Within Groups	400	87.72	0.22		
	Total	403	90.27			
5	B/w Groups	3	0.80	0.27	1.12	3.00
	Within Groups	400	36.00	0.25		
	Total	403	96.82			
6	B/w Groups	3	0.69	0.23	0.82	3.00
	Within Groups	400	111.7	0.27		
	Total	403	112.05			
7	B/w Groups	3	0.14	0.05	0.23	3.00
	Within Groups	400	81.25	0.20		
	Total	403	81.39			
8	B/w Groups	3	1.20	0.40	1.77	3.00
	Within Groups	400	91.33	0.23		

	Total	403	92.54			
9	B/w Groups	3	1.79	0.59		
	Within Groups	400	120.27	0.30	1.27	3.00
	Total	403	122.05			
10	B/w Groups	3	2.60	0.87		
	Within Groups	400	142.20	0.35	2.45	3.00
	Total	403	144.82			
11	B/w Groups	3	0.80	0.27		
	Within Groups	400	165.97	0.42	0.65	3.00
	Total	403	166.77			
12	B/w Groups	3	1.32	0.44		
	Within Groups	400	160.99	1.40	1.09	3.00
	Total	403	162.30			
13	B/w Groups	3	2.04	0.67		
	Within Groups	400	175.20	0.44	1.55	3.00
	Total	403	177.24			
14	B/w Groups	3	1.45	0.49		
	Within Groups	400	256.59	0.65	0.75	3.00
	Total	403	258.04			
15	B/w Groups	3	1.99	0.67		
	Within Groups	400	173.62	0.45	1.54	3.00
	Total	403	175.62			

Table 8 Continued:

Item/No	Source of Variation	of Df	Sum of Squares (SS)	Mean sum of Squares (MSS)	F-cal	F-crit
16	B/w Groups	3	0.93	0.30		
	Within Groups	400	168.44	0.43	0.73	3.00
	Total	403	169.35			
17	B/w Groups	3	0.27	0.29		
	Within Groups	400	132.69	0.34	0.27	3.00
	Total	403	132.97			
18	B/w Groups	3	0.43	0.15		
	Within Groups	400	104.42	0.27	0.54	3.00
	Total	403	104.84			
19	B/w Groups	3	6.80	2.27		
	Within Groups	400	129.40	0.33	7.01	3.00
	Total	403	136.20			
20	B/w Groups	3	1.80	0.60		
	Within Groups	400	92.52	0.24	2.60	3.00
	Total	403	94.33			
21	B/w Groups	3	0.77	0.25		
	Within Groups	400	87.17	0.22	1.17	3.00

	Total	403	87.95			
22	B/w Groups	3	2.13	0.70		
	Within Groups	400	113.97	0.29	2.49	3.00
	Total	403	116.10			
23	B/w Groups	3	1.20	0.39		
	Within Groups	400	99.00	0.25	1.60	3.00
	Total	403	100.20			
24	B/w Groups	3	1.47	0.49		
	Within Groups	400	109.70	0.27	1.79	3.00
	Total	403	111.17			
25	B/w Groups	3	0.66	0.03		
	Within Groups	400	150.14	0.37	0.05	3.00
	Total	403	150.20			
26	B/w Groups	3	3.15	1.05		
	Within Groups	400	135.43	0.34	3.10	3.00
	Total	403	138.59			
27	B/w Groups	3	0.85	0.29		
	Within Groups	400	115.83	0.29	0.99	3.00
	Total	403	116.67			
28	B/w Groups	3	2.17	0.73		
	Within Groups	400	148.54	0.37	1.95	3.00
	Total	403	150.70			
29	B/w Groups	3	2.23	0.75		
	Within Groups	400	162.69	0.40	1.83	3.00
	Total	403	164.92			
30	B/w Groups	3	0.48	0.17		
	Within Groups	400	201.49	0.50	0.33	3.00
	Total	403	201.98			

Table 8 Continued:

Item/N o	Source of Variation	Df	Sum of Squares (SS)	Mean sum of Squares (MSS)	F-cal	F-crit
31	B/w Groups	3	0.69	0.23		
	Within Groups	400	238.53	0.59	0.48	3.00
	Total	403	239.22			
32	B/w Groups	3	5.17	1.73		
	Within Groups	400	223.13	0.55	3.09	3.00
	Total	403	228.29			

Researcher's Field Work, 2017

The Analysis of variance (ANOVA) Result of teachers responses based on teaching experiences as presented in table 8 revealed that items 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23,

24, 24, 25, 26, 27, 28, 29, 30 and 31 had a no significant result, therefore no significant difference in the mean ratings of teachers on the influence of internal supervision of instruction in improving teachers performances in classroom management based on their years of teaching experience in secondary schools in Edo State. This is because the F-calculated values in these items are less than F-critical value of 3.00 as shown on the table. Therefore, the null hypothesis of no significant difference was upheld while in items 1, 2, 3, 4, 19, 26 and 32 revealed that there was significant difference in the mean rating of teachers on the influence of internal supervision of instruction in improving teachers performances in classroom management based on their years of working experiences in Edo State. This is because the F-calculated values are greater than F-critical value of 3.00 as shown in the table. Therefore, the null hypotheses of no significant differences were rejected.

SUMMARY OF FINDINGS

Results of data analysis are summarized as follows:

Based on the respondents' response, the teachers accepted that the use of classroom visitation in internal supervision of instruction improves teachers' performances in secondary schools in Edo State. This is because the respondents agreed that classroom visitation provides room for exchange of ideas, contributes to professional relationship between teachers and the schools, provides answers to instructional problems, enhances abilities and skills for individual teachers, coordinates the teaching and learning efforts of the teachers, instill disciplines among students, among others. The respondents also agreed that the use of observation techniques in internal supervision of instruction also improves teachers' performances. This is because the observational techniques enhance flexibility in classroom management, helps supervisors learn how teaching materials are effectively used, influences share of ideas for job satisfactions among teachers, makes teachers to be resourceful, among others. The respondents further agreed that the use of demonstration techniques in internal supervision of instruction improves teachers' performances in classroom management. This is because the use of demonstration techniques stimulates teachers growth and development professionally, encourages teachers to use good method of teaching, improves teachers performances, makes teaching and learning more meaningful, provides alternatives technique for teaching, provides avenue for face to face interaction between teachers and supervisors among others.

The respondents also agreed that the use of conferences in internal supervision of instruction improves teachers' performances in secondary school in Edo State. This is because the result revealed that conferences instill understanding of students by their teachers, helps teachers to be alerts to improve him, helps in upgrading material resources of interaction, and stimulates teachers to improve their performances among others.

The result also revealed that there was no significant differences in the mean ratings of teachers on the influence of internal supervision of instruction for improving teachers performance in secondary schools in Edo State as shown in items 1, 5, 6, 9, 10, 11, 12, 14, 15, 16, 17, 18, 20, 21, 23, 24, 25,

27, 28, 29, 30, 31 and 32 of table 5, this is because the t-calculated values is less than the t-critical values, the researcher therefore uphold the null hypotheses while in items 2, 3, 4, 7, 8, 13, 22 and 26 revealed that there was significant differences in the mean ratings of teachers on the influence of internal supervision of instruction for improving teachers performances in secondary schools in Edo State as shown in table 5. This is because the t-calculated values are greater than the t-critical values the researcher therefore reject the null hypothesis.

DISCUSSION

This chapter presents the discussion of findings of the study based on research questions and research hypotheses that guided the study. The result/findings were discussed in themes as follows:

1. Use of classroom visitation in internal supervision of instruction on improving teachers' performances in secondary schools in Edo State.
2. Use of observation techniques in internal supervision of instruction on improving teachers performances in classroom management in Edo State.
3. Use of demonstration techniques in internal supervision of instruction on improving teachers performances in classroom management in secondary school in Edo State.
4. Use of evaluation technique in the internal supervision of instruction on improving teacher's performances in secondary schools in Edo State.

The result/findings were discussed in themes as follows

Use of classroom visitation in internal supervision of instruction to improve teacher performance in secondary schools in Edo State.

The result of the t- test analysis presented on table 1 revealed that classroom visitation in internal supervision of instruction improve the performance of teachers in classroom management in Edo State. The findings is in line with that of Onuma, 2016 who researched on principals' performance of internal supervision of instructions in public secondary schools in Ebonyi state. His study was delimited to classroom supervision of instruction, checkmating of learners success, instructional resources and staff development. He developed his data using mean score, standard deviation for research question and test hypothesis with t-test. The results of Onuma (2016) research revealed that internal supervision of instruction improve highly teacher's performance and improve learners' academic performances. The research is also in line with that of Okafor (1998) who investigated the effect of internal supervision on teachers performance, the finding of Okafor (1998) research revealed that internal supervision of instruction has an overall positive effect on teachers performance.

Use of observation techniques in internal supervision of instruction on improving teachers performances in classroom management in Edo State.

The result of t-test analysis presented on table 2 revealed that use of observational techniques in internal supervision of instruction improves teachers in performance in classroom management in

secondary schools in Edo State. The result of this research is in line with that of Oramesi (1997) who carried a research on the importance of observation techniques as a method of determining academic performances of the learners. The result of Oramesi (1997) revealed that observational techniques of his findings improves teachers performance because it helps them to know the level of achievement made so far by the learners. Influence of internal supervision of instruction on improving teachers performances in secondary school based on location. The result of the research presented on table 5 revealed that there was no significant difference in the mean ratings of teachers on the influences of internal supervision of instruction on the teachers performances in secondary schools in Edo State. The research is also in line with that of Ode (1996) who carried out a research on administrative factors working against improved supervision of instruction in secondary schools in Anambra state. The findings of his research revealed that there was no significant difference between secondary schools teachers on the administrative factors as it affects improved supervision of instruction. Influence of internal supervision of instruction to improve teacher's performance in secondary schools does not significantly depend on gender of teachers.

The result of the data analysis presented on table 6 revealed that there was no significant difference in the mean ratings of male and female teachers on the influence of internal supervision of instruction in improving teachers performance in secondary schools in Edo State. The result of this research is in line with that of Anukenyi (2000) who carried out a research on the influence of internal supervision of instructions and teachers performance in Anambra State. The findings of his research revealed that there was no significant difference on the opinion of male and female teachers on the influence of internal supervision of instruction. The findings of this present study is also in line with that of ode (1996) who conducted a study on the administrative factors working against effective supervision of instruction in secondary schools in Anambra state. The findings of his research revealed that there was significant difference in the mean response of male and female instructors in the supervision of instruction in secondary schools in Anambra state.

Influence of internal supervision of instruction on improving teachers performance in secondary schools based on teachers educational qualification.

The result of data analysis presented on table 7 indicates that there was no significant difference in the mean response of teacher's based on their educational qualification. The result of this research is in line with that of Okafor (1998) who conducted a study on the effect of internal supervision on teachers performances, the finding of his research revealed that there was no significant difference on the mean response of teachers based on their educational qualification. The present study findings is also in line with that of Anukenyi (2004) who carried out a study on factors associated with poor internal supervision of instruction in Anambra state secondary schools, his research showed that there was no significant difference in the mean rating of qualified and unqualified teachers on the extents to which associated factors work against internal supervision of instruction in secondary schools in Anambra State.

Influence of internal supervision of instruction on improving teacher's performance in secondary school based on teacher's years of working experience. The result of data analysis presented on table 8 indicates that there was no significant difference in the mean response of instructors based on their years of teaching experiences. The finding of this research is in line with that of Anukenyi (2004) who conducted a study on factors associated with poor internal supervisory of instruction in Anambra state secondary school. Anukenyi (2004) found out that there was no significant difference in the mean rating of instructors based on their years of teaching experiences. The result of this research is also in line with that of Okafor (1998) who investigated the effect of internal supervision on teacher's performance. The result of his research showed that there was no significant difference in the effect of internal supervision of instruction on teacher's performance.

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