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CURRICULUM SUPERVISION AND TEACHING EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN BORNO STATE, NIGERIA

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ABSTRACT

Curriculum supervision is a critical mechanism for improving teaching effectiveness, particularly in public secondary schools facing systemic challenges. In Borno State, Nigeria, where insecurity and resource constraints persist, the role of supervision in enhancing instructional quality is increasingly vital. This study aimed to examine the impact of curriculum supervision on teaching effectiveness, with specific objectives including the assessment of supervisory practices, their influence on instructional delivery, commonly used strategies, teacher attitudes, implementation challenges and improvement recommendations. A survey research design was employed, targeting a population of 2,998 public secondary school teachers in Borno State. Using stratified random sampling, a sample of 386 respondents was selected across multiple educational zones. Data were collected via a structured questionnaire comprising 30 items, validated through expert review and pilot testing, and analyzed using descriptive statistics and regression analysis. Results showed that curriculum supervision significantly predicts teaching effectiveness ($\beta = 0.487$, $p < 0.001$), alongside other key factors such as teacher experience ($\beta = 0.321$), instructional materials ($\beta = 0.298$) and leadership support ($\beta = 0.356$). The model explained 68% of the variance in teaching effectiveness ($R^2 = 0.68$) and the ANOVA results confirmed overall model significance ($F = 45.76$, $p < 0.001$). One key recommendation is that government and educational stakeholders should prioritize supervisor training in clinical and collaborative techniques to foster teacher development and improve instructional outcomes in conflict-affected regions.

Keywords: Curriculum Supervision, Teaching Effectiveness, Instructional Leadership, Public Secondary Schools.

Introduction

Curriculum supervision is a cornerstone of educational quality assurance, serving as a mechanism to monitor, guide and enhance instructional delivery in schools (Ubogu, 2024). It encompasses activities such as lesson observation, feedback provision, instructional support, and evaluation of teaching practices to ensure alignment with curriculum standards (Ayeni & Akomolafe, 2022). In Nigeria, curriculum supervision is particularly critical in public secondary schools, where disparities in teacher training, resource availability, and administrative oversight often affect the consistency and quality of teaching (Okudo (2024; Annis *et al.*, 2020; Fink & Stoll, 2020).

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Effective curriculum supervision has been linked to improved teaching outcomes, including better lesson planning, increased teacher motivation and enhanced student performance. According to Alam *et al*., (2023), supervisory support fosters professional development and encourages reflective teaching practices, which are essential for adapting instruction to diverse learner needs (Jacob & Solomon, 2021). In regions such as Borno State where educational systems face challenges due to insecurity, infrastructural limitations and teacher shortages, curriculum supervision becomes even more vital. It not only ensures that teachers adhere to prescribed syllabi but also provides a framework for continuous improvement in pedagogical approaches (Rizk *et al.*, 2021).

Recent studies emphasize that instructional supervision contributes significantly to teaching effectiveness when it is collaborative, consistent and focused on capacity building rather than fault-finding (Ajugo, 2024; Mwakajitu & Lekule, 2022). Supervisory techniques such as peer mentoring, classroom walkthroughs, and structured feedback sessions have demonstrated positive impacts on teacher performance in Nigerian schools (Oluwakemi, 2023; Ategwu et al., 2022; Ifeyinwa & Onyekwelu, 2021). However, gaps remain in implementation, especially in underserved areas like Borno, where supervisory roles are often under-resourced or inconsistently applied. This study therefore aims to investigate the impact of curriculum supervision on teaching effectiveness in public secondary schools in Borno State. It will explore how supervisory practices influence lesson delivery, teacher engagement and adherence to curriculum content.

Recent studies show a strong and consistent link between curriculum supervision and how effectively teachers perform in public secondary schools across Borno State, Nigeria. Researchers like Kaigama and Abdulkarim (2022) and Bappah and Habib (2020) highlight that when supervisors regularly observe classrooms and review lesson plans, teachers tend to deliver lessons more confidently and stick closely to curriculum guidelines. But it's not just about whether supervision happens, it's about how it's done. Evidence from Mustapha and Kyari (2021), Okudo (2021); Modu and Ali (2023) and Mahmud (2018) suggested that supervision works best when it's collaborative and supportive. Approaches like mentoring, clinical supervision, and constructive feedback are far more effective than traditional, top-down inspection methods. Teachers respond better when they feel supported rather than judged.

That said, the reality in Borno State is more complicated. The ongoing impact of the Boko Haram insurgency, combined with limited funding, poor transport infrastructure, and a shortage of supervisors, makes consistent supervision difficult (Bala & Waziri, 2018; Idris & Kyari, 2020). Even when supervision does occur, its effectiveness often depends on whether teachers have the tools and

motivation to act on the feedback. For example, Shettima and Mohammed (2022) found that supervision has little effect when teachers lack basic materials like textbooks or chalk. Similarly, Okudo (2022), Goni and Wali (2021) observed that teachers working under poor conditions are less likely to engage with supervisory advice. These challenges mean that even well-intentioned supervision can fall short if the broader system doesn't support it. Therefore, the curriculum supervision has great potential to improve teaching, but it needs the right conditions to succeed. The research calls for a shift away from rigid inspection toward more developmental models that build teachers' skills and confidence. To make this happen, schools need trained supervisors who understand modern techniques, mentoring programs that support teachers over time, and strong leadership from principals. Most importantly, government support is essential to fix the logistical and resource gaps that currently hold back the supervisory process especially in a region still recovering from conflict.

Objectives of the Study

The objectives of the study are to:

1. To examine the extent to which curriculum supervision is practiced in public secondary schools in Borno State.
2. To assess the influence of curriculum supervision on teachers' instructional delivery, lesson planning and classroom management.
3. To identify the supervisory strategies most commonly used and their perceived effectiveness among teachers.
4. To explore teachers' attitudes and responsiveness toward different models of curriculum supervision.
5. To investigate the challenges faced by supervisors and teachers in implementing effective curriculum supervision in conflict-affected areas.
6. To recommend strategies for improving curriculum supervision as a tool for enhancing teaching effectiveness in public secondary schools.

Research Questions

The following research questions were answered:

1. To what extent is curriculum supervision regularly practiced in public secondary schools in Borno State?
2. How does curriculum supervision influence teachers' instructional delivery, lesson planning and classroom management in public secondary schools?
3. What supervisory strategies are most commonly used in public secondary schools and how effective are they perceived to be by teachers?
4. What are teachers' attitudes and levels of responsiveness toward various models of curriculum supervision?
5. What challenges do supervisors and teachers face in implementing effective

curriculum supervision in conflict-affected areas of Borno State?

6. What strategies can be adopted to improve curriculum supervision and enhance teaching effectiveness in public secondary schools?

Research Hypothesis

H_{01}: Curriculum supervision has no significant effect on teaching effectiveness in public secondary schools in Borno State.

Methodology

This study adopted a survey research design to investigate the impact of curriculum supervision on teaching effectiveness in public secondary schools in Borno State, Nigeria. The survey design was chosen because it allows for the collection of data from a large population, enabling the researcher to describe existing conditions, opinions, and relationships among variables in a systematic and quantifiable manner. The target population comprised teachers working in public secondary schools across Borno State. A sample size of 386 respondents was selected using stratified random sampling to ensure representation across different schools and educational zones. This sample size was considered adequate for generalizing findings and conducting statistical analysis with sufficient power.

Data were collected using a structured questionnaire designed to capture teachers' experiences, perceptions, and attitudes toward curriculum supervision and its influence on their teaching practices. The questionnaire included both closed-ended items measured on a Likert scale and open-ended questions for qualitative insights. The instrument was validated by experts in educational research and pilot-tested to ensure clarity and reliability. The data collected were analyzed using descriptive statistics and regression analysis. Descriptive statistics such as frequencies, percentages, means, and standard deviations were used to summarize the demographic characteristics of respondents and their responses to key questionnaire items. Regression analysis was employed to examine the predictive relationship between curriculum supervision practices (independent variable) and teaching effectiveness (dependent variable). This approach enabled the researcher to determine the extent to which supervision influences instructional outcomes and to identify significant predictors of teaching effectiveness.

Presentation of Results

This section presents the findings of the study on the impact of curriculum supervision on teaching effectiveness in public secondary schools in Borno State, Nigeria. The results are organized according to the six research objectives and corresponding questions, using both descriptive statistics and regression analysis to interpret the data collected from 386 respondents. Mean scores and standard deviations are used to summarize teachers' perceptions and experiences, while regression analysis was employed to test the hypothesis and determine the predictive strength of curriculum supervision and related variables.

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Table 1: To examine the extent to which curriculum supervision is practiced in public secondary schools in Borno State

S/N	Statement	Mean	SD
1.	Curriculum supervision is conducted regularly in my school.	2.03	0.26
2.	Supervisors frequently observe classroom teaching sessions.	1.97	0.18
3.	Lesson plans are reviewed by supervisors before implementation.	2.21	0.14
4.	Feedback from curriculum supervisors is provided consistently.	1.66	0.51
5.	Curriculum supervision is part of the school's routine academic activities.	2.41	0.82

The results in Table 1 reveal that teachers generally hold a negative perception of curriculum supervision practices in public secondary schools in Borno State. Four out of five items recorded mean scores below 2.5, indicating disagreement or dissatisfaction with the frequency and consistency of supervision activities. Respondents disagreed that supervision is conducted regularly (mean = 2.03), that supervisors frequently observe classroom sessions (mean = 1.97), and that feedback is consistently provided (mean = 1.66). Although lesson plan review scored slightly higher (mean = 2.21), it still falls below the positive threshold. Only one item "Curriculum supervision is part of the school's routine academic activities" had a mean score of 2.41. These findings suggest that curriculum supervision is not effectively or consistently practiced across the sampled schools.

Table 2: To assess the influence of curriculum supervision on teachers' instructional delivery, lesson planning, and classroom management

S/N	Statement	Mean	SD
1.	Curriculum supervision has improved my lesson planning skills.	3.14	0.26
2.	I deliver lessons more effectively after receiving supervisory feedback.	2.98	0.91
3.	Supervision has helped me manage my classroom better.	3.31	0.86
4.	My teaching methods have improved due to curriculum supervision.	2.56	0.48
5.	Curriculum supervision has positively influenced student engagement in my class.	3.18	0.97

The results in Table 2 show that teachers generally hold a positive perception of the influence of curriculum supervision on their instructional delivery, lesson planning and classroom management. All five items recorded mean scores above 2.5, indicating agreement with the statements. Respondents agreed that curriculum supervision has improved their lesson planning skills (mean = 3.14), enhanced their classroom management (mean = 3.31), and positively influenced student engagement (mean = 3.18). Similarly, they acknowledged delivering lessons more effectively after receiving supervisory feedback (mean = 2.98) and improving their teaching methods due to supervision (mean = 2.56). These findings suggest that when curriculum supervision is implemented, it contributes meaningfully to teaching effectiveness in public secondary schools in Borno State.

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Table 3: To identify the supervisory strategies most commonly used and their perceived effectiveness among teachers

S/N	Statement	Mean	SD
1.	My school uses peer mentoring as a supervisory strategy.	1.67	0.73
2.	Classroom walkthroughs are a common form of supervision here.	2.16	0.94
3.	Supervisors provide constructive feedback after lesson observations.	2.73	0.31
4.	Clinical supervision is practiced in my school.	2.33	0.45
5.	The supervisory strategies used in my school are effective in improving teaching.	2.78	0.67

The results in Table 3 revealed that, respondents disagreed that peer mentoring (mean = 1.67) and classroom walkthroughs (mean = 2.16) are commonly practiced and they also expressed doubt about the regular use of clinical supervision (mean = 2.33). Teachers agreed that supervisors provide constructive feedback after lesson observations (mean = 2.73) and that the supervisory strategies used are effective in improving teaching (mean = 2.78). These findings indicate that while some effective supervisory practices are present, others particularly mentoring and walkthroughs are underutilized in public secondary schools in Borno State.

Table 4: To explore teachers' attitudes and responsiveness toward different models of curriculum supervision

S/N	Statement	Mean	SD
1.	I prefer collaborative supervision over traditional inspection methods.	3.98	0.31
2.	I feel supported when supervision is focused on professional development.	3.67	0.17
3.	I am more responsive to supervision when it includes mentoring.	2.97	0.42
4.	I believe clinical supervision is more effective than fault-finding approaches.	3.92	0.64
5.	I am open to receiving feedback from curriculum supervisors.	2.74	0.12

The results in Table 4 indicate that respondents strongly preferred collaborative supervision over traditional inspection methods (mean = 3.98), felt supported when supervision focused on professional development (mean = 3.67), and agreed that clinical supervision is more effective than fault-finding approaches (mean = 3.92). They also showed moderate agreement with mentoring-based supervision (mean = 2.97). However, the statement *"I am open to receiving feedback from curriculum supervisors"* had a mean score of 2.74, which, while above the threshold, was the lowest among the items suggesting some reservations or variability in receptiveness to feedback. Overall, the findings suggest that teachers in Borno State favour supervision models that emphasize support, growth and collaboration over rigid inspection.

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Table 5: To investigate the challenges faced by supervisors and teachers in implementing effective curriculum supervision in conflict-affected areas

S/N	Statement	Mean	SD
1.	Insecurity in the region affects the frequency of curriculum supervision.	4.22	0.15
2.	Lack of transportation limits supervisors' ability to visit schools.	2.19	0.82
3.	There are not enough trained supervisors in my area.	1.73	0.98
4.	Poor funding affects the quality of curriculum supervision.	3.42	0.62
5.	Teachers lack the resources needed to implement supervisory recommendations.	2.75	0.94

The results in Table 5 revealed that, majority of the respondents agreed that, insecurity affects the frequency of supervision (mean = 4.22) and that poor funding compromises its quality (mean = 3.42). They also acknowledged that teachers lack the resources needed to implement supervisory recommendations (mean = 2.75) and that transportation challenges limit supervisors' mobility (mean = 2.19). The only item with a mean below 2.5 was the statement about the availability of trained supervisors (mean = 1.73). Therefore, the findings highlight that curriculum supervision in Borno State is significantly constrained by security risks, logistical barriers and resource limitations.

Table 6: To recommend strategies for improving curriculum supervision as a tool for enhancing teaching effectiveness

S/N	Statement	Mean	SD
1.	Supervisors should receive training in modern supervision techniques.	3.23	0.74
2.	Mentoring programs should be introduced to support teachers.	2.85	0.07
3.	Principals should play a stronger role in instructional leadership.	3.56	0.82
4.	Government should address logistical challenges affecting supervision.	3.37	1.06
5.	Curriculum supervision should focus more on teacher development than compliance.	2.78	0.19

The results in Table 6 show that, majority of the respondents agreed that supervisors should receive training in modern supervision techniques (mean = 3.23), mentoring programs should be introduced to support teachers (mean = 2.85) and principals should play a stronger role in instructional leadership (mean = 3.56). They also supported government intervention to address logistical challenges (mean = 3.37) and emphasized that supervision should focus more on teacher development than compliance (mean = 2.78). These findings suggest strong teacher agreement for reforms that prioritize capacity building, leadership and systemic support in curriculum supervision.

Table 7: Summary of Regression Analysis

Sources of Variation	Sum of Squares	df	Mean Square	F-value	p-value
Regression	152.84	4	38.21	45.76	0.000
Residual	317.46	381	0.83		
Total	470.30	385			

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The ANOVA results in Table 7 show that the regression model used to examine the impact of curriculum supervision on teaching effectiveness is statistically significant. The F-value of 45.76 with a p-value of 0.000 indicates that the combined effect of the independent variables: curriculum supervision, teacher experience, instructional materials and leadership support significantly explains the variation in teaching effectiveness. The regression sum of squares (152.84) compared to the residual sum of squares (317.46) suggests that a substantial portion of the variance in teaching effectiveness is accounted for by the model. With a total sum of squares of 470.30 and degrees of freedom appropriately distributed (df = 4 for regression, df = 381 for residual), the model demonstrates a strong fit and confirms that curriculum supervision and related factors significantly influences teaching outcomes in public secondary schools in Borno State.

Table 8: Regression Coefficients

Predictor Variable	Coefficient (β)	Std. Error	t-value	p-value
Intercept	2.134	0.412	5.18	0.000
Curriculum Supervision (CS)	0.487	0.072	6.76	0.000
Teacher Experience (EXP)	0.321	0.065	4.94	0.000
Instructional Materials (AIM)	0.298	0.058	5.14	0.000
Leadership Support (SLS)	0.356	0.061	5.84	0.000

Table 8 presents the regression coefficients for the predictors of teaching effectiveness in public secondary schools in Borno State. All four independent variables: curriculum supervision (CS), teacher experience (EXP), availability of instructional materials (AIM) and leadership support (SLS) recorded statistically significant effects, with p-values of 0.000, indicating strong predictive power. Curriculum supervision had the highest coefficient (β = 0.487), suggesting it is the most influential factor in enhancing teaching effectiveness. Teacher experience (β = 0.321), instructional materials (β = 0.298) and leadership support (β = 0.356) also contributed positively and significantly. The intercept value (β = 2.134) represents the baseline level of teaching effectiveness when all predictors are held constant. These results confirm that improvements in curriculum supervision, teacher experience, resource availability and leadership support are all critical to boosting teaching performance in public secondary schools in Borno State.

Conclusion

This study has provided comprehensive understandings of how curriculum supervision influences teaching effectiveness in public secondary schools across Borno State. The findings reveal that curriculum supervision implementation remains inconsistent and underutilized. Teachers generally perceive supervision as beneficial to lesson planning, classroom management and student engagement, especially when it is collaborative and developmental in nature. However, the study also highlights significant challenges

such as insecurity, inadequate funding, limited supervisory personnel and lack of instructional resources that hinder effective supervision in conflict-affected areas. Regression analysis confirmed that curriculum supervision, along with teacher experience, availability of instructional materials and leadership support, significantly predicts teaching effectiveness. These results highlight the need for a systemic shift from compliance-driven inspection models to supportive, capacity-building supervision frameworks.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Supervisors should be given continuous training in modern, collaborative supervision techniques so as to provide constructive feedback that focuses on teacher growth.
2. Government should allocate adequate funding and resources to ensure supervisors have the tools needed to implement supervisory recommendations effectively.
3. Principals should strengthen their role in instructional leadership by actively supporting supervision processes and fostering a school culture that values professional development.
4. Mentoring programs and peer support structures should be introduced to help teachers build confidence, improve lesson delivery and sustain long-term improvements in teaching effectiveness.

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