

# Supervision of Instruction for Quality Assurance in Effective Teaching of Mathematics Among Secondary School Teachers in Niger State

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**Abstract:** *The objective of the study is to examine the roles of instructional supervision for quality assurance in effective teaching of mathematics among secondary schools in Niger state, Nigeria. Descriptive survey was employed as the research design for the study and questionnaire containing closed and open-ended questions was the instrument for data collection. Sample of the study comprised 103 teachers from the three senatorial zone of the state. The designed questionnaire items were validated by three lecturers from the Mathematics, Integrated science and Guidance and Counselling departments, Federal College of Education Kontagora, Niger State. To test the reliability of the items, a split-half method was adopted. Cronbach alpha-20 ( $\alpha_{20}$ ) was employed to estimate the reliability coefficient of the Likert's scale test items and was found to be 0.73. Data collected was analyzed using percentages (%) and means statistics to answer the research questions. The finding of the study revealed that supervision of instruction ensures effective implementation of the mathematics curriculum and its alignment with national educational standards. Also, the study revealed that supervision of instruction improves relationship between supervisor and supervisees among others. It is therefore recommended that teachers should see instructional supervision as an agent of professional development and not witch-hunting. Supervisors are enjoined to actively involve teachers in the planning and execution of curriculum development and supervision.*

**Keywords:** supervision, instruction, quality assurance, effective teaching, mathematics secondary school teachers, Niger state

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## INTRODUCTION

Education is a human right, a powerful driver of development, and one of the strongest instruments for reducing poverty, improving health, promoting gender equality, peace, resilience, and adaptation to climate change. It delivers large, consistent returns in terms of income, and is a critical factor to ensure equity and inclusion. (World Bank, 2024). Education plays a vital role in individual development and societal progress. Mathematics, as a fundamental subject, is crucial for developing logical reasoning, problem-solving skills, and quantitative literacy. In order to obtain quality Mathematics instruction, there is need for proper and effective supervision of instruction. One of the best ways to ensure quality assurance in Mathematics teaching and learning is to supervise Mathematics teaching and learning regularly. (Alio et al., 2019).

The importance of effective educational supervision in today's education sector cannot be overstated. This is particularly crucial given the declining standard of education in Nigeria, and specifically in Niger state, which is a growing source of concern. Supervision in educational institutions is often aimed at enhancing the teaching abilities of educators and the learning outcomes of students. Supervision involves a systematic process of observing, guiding, and improving teaching practices. (Gidado et al., 2022). By providing feedback and support, supervisors help teachers enhance their instructional skills and ultimately improve student learning outcomes. Instructional supervision is an important tool for schools as it helps them in ensuring that their vision and mission are achieved by supervising, training, and empowering teachers so that they can create valuable experiences for their students. (Basilio, 2021). Research indicates that regular supervision is a critical factor in the success of quality assurance in teaching of mathematics in secondary schools. Supervision serves as a process of reform and development, where the success of education is assessed through its effectiveness—achievable through intensive supervision. (Nurfadillah et al., 2021).

Quality assurance, on the other hand, focuses on maintaining and improving the overall quality of education. It involves setting standards, monitoring performance, and implementing strategies to ensure that teaching and learning processes meet established benchmarks. Quality assurance in the teaching of mathematics in secondary schools is a proactive approach primarily aimed at preventing errors and ensuring continuous quality improvement by adhering to organizational standards and criteria. One of its key objectives is to foster a quality-oriented culture within schools by implementing strategies for ongoing enhancement. (Nurfadillah et al., 2021)

Effective mathematics teaching requires skilled teachers who can engage students and deliver high-quality instruction. By employing appropriate pedagogical techniques, teachers can make mathematics accessible and meaningful to all learners. (Alio et al., 2019). Instructional supervision involves a set of practices and concepts aimed at improving teaching effectiveness and enhancing student' learning outcomes. Instructional supervision focuses on supporting, guiding, and

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evaluation teachers in their professional practice. Instructional supervision enhances the quality of teaching in schools. Through classroom observations, feedback, and support, supervisors help teachers refine their methods, making them more effective at engaging students and learning (Glickman, Gordon, & Ross-Gordon, 2018). The supervision of instruction is important in maintaining quality assurance in mathematics teaching among the experienced and less experienced teachers. It is believed that the instrument for attaining national development in nations of the world today is education. Ezeani and Agu (2015) pointed out clearly that quality of education means the worthy of education with reference to its input, the teaching and learning process and its output or outcome of learning. Quality of assurance is essential in every aspect of endeavour. Academic quality assurance is a vital instrument in achieving quality of academic in terms of teaching- learning process and the curriculum, and structural provision for realization of attainment of set standards.

### **Statement of the problem**

Instructional supervision in mathematics education serves as a cornerstone for fostering teaching excellence, professional empowerment, and improved student outcomes. It is on this that proper instruction can be done in teaching of mathematics. Supervision is one of the mechanisms in improving the professionalism performance of teachers to create a better students' learning process through a better teaching. There are growing concerns and complaints about the poor performance of students in secondary school mathematics (WAEC Report 2020). Also, the stagnating low performance of students' in mathematics in Niger State raises concern on the contribution of the teachers involved in the teaching of the subject. This study therefore sought to examine the role of supervision of instruction for quality assurance in effective teaching of mathematics in Niger State.

### **Objective of the study**

The purpose of the study is to ascertain the extent to which supervision of instruction is important in maintaining quality assurance in effective teaching of mathematics among secondary schoolteachers in Niger state. Specifically,

1. To determines the extent to which supervision of instruction is important in secondary school mathematics teaching in Niger state
2. To know extent to which mathematics teachers involved in supervision of instruction for effective curriculum and development and supervision in Niger state.
3. To examine the extent to which supervision of instruction aids the performance of the students in the subject.
4. To ensure that supervision of instruction is sustained in the teaching of mathematics in secondary schools in Niger State.

## **Research Questions**

1. To what extent does mathematics teachers involved in supervision of instruction for effective curriculum and development?
2. To what extent does the supervision of instruction maintain quality assurance in teaching of mathematics?

## **Concepts of Instructional Supervision**

Instructional Supervision plays a pivotal role in ensuring quality assurance in education at all levels. Supervision is one of the mechanisms in improving the professionalism performance to create a better students' learning process through a better teaching. In general, supervision aims to develop and achieve effective and relevant teaching and learning process through improving teachers' ability. Supervision works to coordinate all the school efforts, broaden teachers' experiences, encourage creative learning, provide sustainable assessment, as well as provide knowledge and creativity to the teachers. (Fahmi et al., 2018). Instructional supervision is a collaborative and professional endeavor aimed at enhancing the quality of teaching and learning within schools. Unlike traditional administrative evaluations, which can often feel punitive or compliance-driven, instructional supervision is rooted in a supportive framework which focuses on empowering educators to refine their instructional practices and ultimately improve student outcomes (Chen, 2018). This process fosters a culture of growth, reflection, and continuous improvement in educational settings.

## **Theoretical Foundations of Instructional Supervision for Quality Assurance in teaching of Mathematics in secondary schools**

Various theories underpin the practice of supervision, providing frameworks for understanding and improving teaching and learning. Some of the theories are as follows

Behaviorism emphasizes a directive approach, focusing on observable teacher behaviors and providing specific feedback to shape instruction. This theory is particularly useful for addressing immediate concerns, such as classroom management and lesson structure. However, it may limit teacher autonomy and creativity. Constructivism promotes a more collaborative approach, emphasizing the importance of creating a supportive learning environment where teachers can reflect on their practices and learn from each other (Mogea, 2019). This theory encourages teachers to use student-centered strategies, such as inquiry-based learning and problem-solving, to enhance mathematical understanding.

Cognitive Development theories, such as those of Piaget and Vygotsky, highlight the importance of understanding how students learn mathematics. Supervisors can use these theories to guide

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teachers in designing instruction that is developmentally appropriate and challenging (Ategwu et al., 2024).

Transformational Leadership emphasizes the role of supervisors as instructional leaders who inspire and motivate teachers. By providing vision, support, and encouragement, supervisors can create a positive school culture that fosters professional growth and innovation. Systems Theory views the school as a complex system of interconnected elements, including teachers, students, curriculum, and resources (Mogea, 2019). Supervisors can use this perspective to identify systemic issues that may impact teaching and learning, such as inadequate resources or ineffective policies (Supriyono et al., 2022).

By understanding and applying these theories, supervisors can provide targeted support to teachers, promote professional growth, and ultimately improve student learning outcomes in mathematics in secondary schools in Kwara state.

**Importance of Instructional Supervision:** Instructional supervision in mathematics education serves as a cornerstone for fostering teaching excellence, professional empowerment, and improved student outcomes. This multidimensional approach emphasizes professional development, curriculum alignment, and performance monitoring, ensuring that mathematics instruction meets the highest educational standards while empowering educators and inspiring students (Otegbulu, 2020). The importance of instructional supervision are stated as follows:

**Professional Development and Skill Enhancement:** Effective instructional supervision prioritizes targeted professional growth, enabling teachers to refine their skills and adapt to the evolving demands of mathematics education.

a. Targeted Skill Improvement: Instructional supervision begins with a diagnostic assessment of individual teacher competencies. This analysis identifies specific instructional strengths and areas requiring improvement, forming the basis for personalized professional development plans (Bada et al., 2020). Customized training interventions are then designed to address unique pedagogical challenges, ensuring that each educator receives the support they need to thrive in the classroom.

b. Innovative Pedagogical Strategies: Instructional supervision exposes teachers to contemporary teaching methodologies that are highly effective in mathematics education. Strategies such as problem-based learning and technology integration empower teachers to make lessons more interactive and student-centered. By adopting these innovative approaches, teachers can enhance engagement, foster critical thinking, and make mathematics more accessible and enjoyable for learners. (Yani et al., 2022)

**Curriculum Implementation and Alignment:** A key component of instructional supervision is ensuring the effective implementation of the mathematics curriculum and its alignment with national educational standards.

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a. **Standardization of Instructional Practices:** Supervisors play a crucial role in ensuring that all educators interpret and deliver the curriculum consistently. This includes aligning teaching methods with established standards and bridging the gap between theoretical curriculum design and practical classroom application (Bada et al., 2020). Such standardization promotes uniformity and coherence in the delivery of mathematical content across different classrooms and schools.

b. **Comprehensive Curriculum Monitoring:** Instructional supervision involves systematic tracking of curriculum coverage to identify any instructional gaps. Supervisors work collaboratively with teachers to ensure that all aspects of the mathematics curriculum are thoroughly addressed (Alam et al., 2021). This proactive approach not only enhances mathematical competency among students but also enables teachers to adapt their instructional strategies to meet the changing demands of education.

**Performance Monitoring and Feedback:** Performance monitoring and feedback are integral to instructional supervision, providing teachers with actionable insights into their instructional practices.

a. **Pedagogical Transformation through Instructional Supervision:** Instructional supervision drives pedagogical transformation by enhancing teaching quality, empowering educators, and enriching student learning experiences.

b. **Instructional Quality Enhancement:** Through consistent monitoring and feedback, instructional supervision helps standardize teaching excellence and reduce inconsistencies in instructional practices. Teachers are encouraged to adopt innovative strategies, leading to the continuous improvement of their pedagogical approaches (Alam et al., 2021).

c. **Professional Empowerment:** Instructional supervision builds teacher confidence and nurtures a culture of reflective teaching and lifelong learning (Chen, 2018). Educators are empowered to take ownership of their professional growth, promoting autonomy and fostering a sense of pride in their work.

**Student Learning Outcomes:** The ultimate goal of instructional supervision is to improve student learning outcomes in mathematics. By supporting teachers in refining their instructional practices, students benefit from improved mathematical understanding, increased engagement, and enhanced critical thinking skills. These advancements contribute to better academic performance and greater mathematical literacy.

a. **Holistic learning environment:** Instructional supervision helps create supportive and dynamic classroom environments where students develop positive attitudes toward mathematics. By encouraging exploratory learning and problem-solving, students become more confident and capable mathematicians, ready to tackle real-world challenges (Otegbulu, 2019). Instructional supervision in mathematics education is a transformative process that uplifts both educators and students. By fostering professional growth, standardizing curriculum delivery, and enhancing instructional quality, it creates a foundation for long-term educational success.

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b. Supervision as a Catalyst to teaching learning effectiveness: Instructional supervision emerges as a comprehensive and dynamic process essential for enhancing educational quality. It is fundamentally a multifaceted approach to supporting and developing educators, with the ultimate goal of improving student learning outcomes.

At its core, instructional supervision serves as a catalyst for educational excellence by creating a supportive environment where teachers can continuously grow and improve their professional practices (Otegbulu, 2019). Through systematic classroom observations, constructive feedback, and collaborative discussions, supervisors help educators reflect on their instructional methods, identify strengths, and develop strategies for improvement. Instructional supervision has a positive influence on mathematics teachers' performance in secondary schools.

The process goes far beyond mere evaluation, encompassing a holistic approach to professional development. Supervisors facilitate learning opportunities through workshops, seminars, and training sessions that expose teachers to contemporary pedagogical techniques and emerging educational technologies (Adeoye, 2023). They also promote a collaborative teaching environment, encouraging peer learning and the shared exchange of best practices, which helps reduce teacher isolation and enhances overall instructional quality. A critical aspect of instructional supervision is ensuring alignment with curriculum standards and educational objectives. By monitoring lesson planning, instructional delivery, and assessment practices, supervisors help maintain consistency and quality across educational institutions (Aluko et al., 2020). This approach addresses diverse student needs by encouraging teachers to adopt differentiated instruction techniques that can accommodate various learning styles and abilities.

Importantly, supervision also serves motivational and accountability functions. By setting clear performance standards and providing recognition for exemplary work, supervisors create an environment that encourages teachers to maintain high professional standards. They act as mediators, helping educators navigate challenges such as resource limitations, classroom management issues, and professional conflicts (Ekeh, et al., 2022). Research shows that the adequacy of supervision, staff development practices will adequately enhance teacher effectiveness and translate to achievement of goals in Universal Basic Education (UBE) secondary schools in Kwara state (Sayuti et al., 2020).

The reflective practice encouraged through supervision is perhaps one of its most transformative aspects. By guiding teachers to critically analyze their instructional methods and their impact on student learning, supervisors help educators make informed decisions, adapt to changing classroom dynamics, and continuously refine their teaching strategies (Kiliu et al. 2023). Instructional supervision is not about policing teachers but about creating a supportive, growth-oriented ecosystem that benefits educators, students, and the broader educational community. It represents a proactive approach to professional development that recognizes teaching as a complex, dynamic profession requiring ongoing support, reflection, and refinement. (Gidado et al., 2022).

**The Evolution of Educational Supervision in Niger State:** Educational supervision began with the starting of western education by Christian missionaries during the late Nineteenth Century. Supervision is a very important aspect of education – the process of teaching and learning. Supervision was used and is still being used currently to ensure rapid conformity to certain approved standard. Supervision of instruction or educational supervision is carried out in secondary schools so as to ensure that quality of teaching is good (Nwaogu, 2020). Educational supervision in Niger State, Nigeria, has evolved significantly over time, reflecting broader national trends and specific local challenges. During the colonial era, supervision was primarily focused on maintaining control and ensuring compliance with British educational policies. Supervisors were primarily concerned with inspection and enforcement, with little emphasis on teacher development or improvement in instructional practices (Owoyale-Abdulganij & Bibire, 2022).

Following Nigeria's independence, the focus of supervision shifted towards supporting teachers and improving instructional quality. The establishment of the Ministry of Education in Niger State marked a significant step in formalizing supervision. Supervisors were tasked with overseeing schools, implementing curricula, and evaluating teachers' performance. However, the economic challenges of the 1980s and 1990s impacted the quality of supervision in Niger State. Inadequate funding, limited resources, and poor infrastructure hindered the effectiveness of supervisory practices (Ogundele et al, 2014). Despite these challenges, efforts were made to professionalize supervision through teacher training programs and the establishment of education colleges.

In recent years, educational supervision in Niger State has undergone further evolution. The decentralization of supervision has improved local oversight and accountability. Additionally, the integration of technology has enhanced the efficiency and effectiveness of supervisory practices. Collaborative supervision, which emphasizes partnership and shared responsibility between supervisors and teachers, has become increasingly prevalent. By focusing on quality assurance, professional development, and data-driven decision-making, supervisors in Niger State can play a crucial role in improving the quality of education and ensuring that students receive a high-quality learning experience.

**Challenges in Instructional Supervision:** Instructional supervision faces several challenges that hinder its effectiveness. One significant challenge is the shortage of qualified supervisors. The limited number of trained and experienced supervisors often leads to a heavy workload, making it difficult to provide adequate support and guidance to teachers (Ogundele et al, 2014). This can result in infrequent school visits, superficial observations, and a lack of meaningful feedback. Another challenge is teacher resistance to supervision. Some teachers may perceive supervision as a form of surveillance or criticism, leading to a defensive attitude and reluctance to embrace feedback. This resistance can hinder the effectiveness of supervisory efforts and limit opportunities for professional growth (Glickman et al., 2021).

Inadequate funding is also a major obstacle. Limited financial resources can restrict the ability of supervisors to conduct regular school visits, provide necessary training, and implement effective supervision strategies (Owoyale-Abdulganij & Bibire, 2022). This can result in a decline in the

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quality of supervision and, consequently, a negative impact on teaching and learning. Moreover, the lack of training and professional development for supervisors can undermine their effectiveness. Without adequate training, supervisors may lack the skills and knowledge to provide meaningful support and guidance to teachers. This can lead to ineffective supervision practices and a failure to address the specific needs of teachers. In addition to these challenges, infrastructural limitations in rural areas can hinder effective supervision. Poor road networks, inadequate transportation, and limited communication facilities can make it difficult for supervisors to reach schools and provide timely support. (Enaigbe, 2019 and Suleiman et al., 2020).

To overcome these challenges, it is crucial to invest in teacher training and development, provide adequate resources for supervision, and promote a culture of collaboration and professional learning. By addressing these issues, it is believed that Niger State can enhance the quality of instructional supervision and ultimately improve student learning outcomes.

### **Research methodology**

The descriptive design was employed for the research. Nworgu (2006) defined descriptive survey as a research that aims at gathering data on and describing in systematic manner, the characteristic features of a defined population. This design is adopted because it is not possible to randomize the subjects of the study without destructing the school setting.

### **Population**

The population of the study was the mathematics teachers in secondary schools in Niger state of Nigeria.

### **Sample and sampling technique**

The sample consisted of 100 mathematics teachers from selected secondary schools in the three senatorial zones in Niger state. The instrument for collection of data from respondents was questionnaire designed by the researchers. This is subdivided into three parts. Part A measures demographic information such as name of school, sex, working experience and student teachers ratio while part B contains 15 items that have their primary focus on quality assurance for effective teaching and learning of mathematics. The questionnaire is structured on four-point Likert scale of Very great extent (VGE), Great extent (GE), Low extent (LE) and Very low extent (VLE) with nominal value of 4, 3, 2 and 1 assigned to them respectively.

### **Validity of the Instrument**

Supervision of instruction for quality assurance in effective teaching of mathematics (SIQAMQ) questionnaire designed items were validated by three lecturers from Federal College of Education Kontagora, Niger State. One lecturer in educational Psychology/counseling and one lecturer in Mathematics Departments. They were required to ascertain whether the contents of the (SIQAMQ) and clarity of expression were appropriate in the instrument with respect to the level of the

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Publication of the European Centre for Research Training and Development-UK respondents. Based on their suggestions, the necessary corrections and modifications were made; and the validity of the test items was found to be within the ability level of the respondents.

### **Reliability of the Instruments**

The result of the pilot study was used to determine the reliability coefficient of the (SIQAMQ). To test the reliability of the (SIQAMQ) items, a split-half method was adopted. Cronbach alpha-20 ( $\alpha_{20}$ ) was employed to estimate the reliability coefficient of the Likert's scale test items and was found to be 0.86. The result shows that the test items were consistent and could be used for data collection of this study.

### **Procedure for Data Collection**

The instrument for data collection was administered to the teachers during the marking of Senior Secondary School Examination scripts conducted by National Examination council (NECO) at Minna. The information gathered from the administration of this instrument was used to evaluate the role of supervision of instruction for quality assurance on teaching of mathematics among secondary school teachers in Niger state.

### **Procedures for Data Analysis**

After the administration of research instrument, the questionnaires were scored by the researchers for all the respondents. The data collected was analysed using descriptive statistics of mean and standard deviation to answer the research questions.

## **RESULTS AND DISCUSSION**

### **Research Question 1**

To what extent does mathematics teachers involved in supervision of instruction for effective curriculum and development and supervision?

**Table 1: Extent to which Mathematics Teachers Involved in Supervision of Instruction for Effective Curriculum and Development and Supervision**

ITEMS	GE (%)	LE (%)	Mean	Std.Dev
Supervision of instruction is often culminates in effective mathematics curriculum development and implementation	100 <b>(97.1)</b>	03 <b>(2.9)</b>	3.9	0.4
It offers the ample opportunity for valuable training with improvement of mathematics teaching and learning process in classroom.	100 <b>(97.1)</b>	03 <b>(2.9)</b>	3.9	0.4
It encourages cordial beneficial relationship between the supervisors and supervisees.	99 <b>(96.1)</b>	4 <b>(3.9)</b>	3.9	0.4
<b>Mean Average</b>				<b>3.9</b>
<b>Decision Rule 2.5</b>				

Table 1 presents the result of the analysis on the extent to which mathematics teachers involved in supervision of instruction for effective curriculum and development and supervision. The result revealed that 97.1% (majority) of the respondents agreed that supervision of instruction is often culminates in effective mathematics curriculum development and implementation. In addition 97.1% (majority) of the respondents agreed that teachers' involvement in supervision of instruction offers ample opportunities for valuable training with improvement of mathematics teaching and learning process in classroom. The result also revealed that it encourages cordial beneficial relationship between the supervisors and supervisees. This result agreed with the studies conducted by Mustapha (2019) and Tsabalala (2013) stated that the involvement of teachers in supervision of instruction is important for effective curriculum planning and implementation and also improves relationship between supervisor and supervisees. The findings also collaborate Glatthorn (1997) that valuable training gives teachers continually improvement in their professional capability.

### Research Question 2

To what extent does supervision of instruction maintain quality assurance in mathematics teaching?

**Table 2: Importance of supervision of instruction in maintaining quality assurance in mathematics teaching**

ITEMS	GE (%)	LE (%)	Mean	Std.Dev
Supervision of instruction provides professional information for mathematics teachers in order to improve quality teaching.	102 (99.0)	1 (1.0)	4.0	0.3
It helps to develop the incompetent mathematics teachers for a better quality.	94 (91.3)	9 (8.7)	3.8	0.7
It helps to improve the special abilities possessed by mathematics teachers	93 (90.3)	10 (9.7)	3.7	0.8
It is a necessity in improving quality assurance and quality control in teaching/learning of mathematics	95 (92.2)	7 (6.8)	3.8	0.6
It helps one to find out the performance of mathematics teachers	94 (92.3)	8 (7.7)	3.7	0.8
It ensures subject content coverage	89 (86.4)	14 (13.6)	3.7	0.8
It give rooms for follow up students' activities	92 (89.3)	11 (10.7)	3.7	0.7
It ensures that mathematics teachers comply strictly to minimum standard in their teaching	93 (90.3)	10 (9.7)	3.8	0.8
<b>Mean Average</b>				<b>3.8</b>
<b>Decision Rule 2.5</b>				

Table 2 shows the importance of instructional supervision to maintenance of quality assurance in mathematics teaching in the study area. The finding revealed that 99.0% (majority) of the respondents agreed that supervision of instruction provides professional information for mathematics teachers in order to improve quality teaching. This agreed with Glatthorn (1997) which states that through this approach professional capability of teachers are continually improved. The study also shows that majority (91.3%) were of opinion that instructional supervision helps to develop the incompetent mathematics teachers for a better quality. In addition 90.3% (majority) of the respondents agreed that it helps to ascertain the special abilities possessed by mathematics teachers. More so the result opined that majority 92.2% of the respondents agreed that it is a necessity in improving quality assurance in teaching/learning of mathematics. The findings supported the result of (Alio et al., 2019) that to obtain quality Mathematics instruction, there is need for proper and effective supervision of instruction through quality assurance and quality control.

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Furthermore, the finding discovered that instructional supervision helps one to find out the performance of mathematics teachers. The result also revealed that 86.4% (majority) agreed that instructional supervision ensures subject content coverage. Similarly the study showed that majority (89.3%) agreed that instructional supervision enhances follow up of student's activities, and (90.3%) majority of the respondents agreed that instructional supervision ensures that mathematics teachers comply strictly with minimum standard in their teaching.

## CONCLUSION

The study examines the role of supervision of instruction for quality assurance in effective teaching of mathematics among secondary school teachers in Niger state. Instructional supervision, when implemented effectively, is a powerful tool for advancing teaching and learning of mathematics in secondary schools. By focusing on collaboration, growth, and evidence-based practices, it creates a dynamic environment where secondary school mathematics teachers in Niger state are supported in their efforts to excel. This ultimately translates to enhanced student learning experiences and better educational outcomes for all.

## Recommendations

Based on the findings, the following recommendations are made: Teachers should see instructional supervision as an agent of improvement and not witch-hunting. Supervisors are enjoined to actively involve teachers in the planning and execution of curriculum development and supervision. Government should provide regular workshop and seminars on supervision of instruction for the supervisors.

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