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Management Supervision Styles and the Effectiveness of Social Studies Teachers in Ilorin West Local Government Area, Kwara State

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Abstract

This study examined the extent to which management supervision styles affect Social Studies' teacher effectiveness in the classroom. The targeted populations are the junior secondary school teachers and students in Ilorin West Local Government Area of Kwara State, Nigeria. A descriptive survey design was adopted and a total of 125 respondents were sampled using a simple random sampling technique. The sample comprises of 75 teachers and 50 students from 10 schools in the study area. A questionnaire was used as the data collection instrument and was analyzed with frequency counts and percentages. The finding shows that the democratic supervision style is the prominent management supervision style used among the school heads. Also, the level of effectiveness of Social Studies teachers in Ilorin West Local Government Area, Kwara State is moderate.

Keywords: *Management style, supervision, teacher effectiveness, Social Studies*