



# Factors influencing instructional supervision of Public Primary Schools in Afijio local Government Area of Oyo State.

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## ABSTRACT

The understanding of the importance of academic supervision in achieving quality and sustainable education necessitated the investigation of the variables influencing the way public primary schools in Oyo state's Afijio local government area are supervised. The descriptive research design was used in this investigation. Ten public primary schools in the Afijio local government area of Oyo state were randomly selected and all head teachers and class teachers in selected schools making up a total of one hundred (100) participants made up the study's sample. A self-developed tool called the Factors Influencing Instructional Supervision Questionnaire (FIISQ) was used to gather data and inferential statistics; Chi-Square ( $\chi^2$ ) was employed to test the hypotheses at the significance level of 0.05. The study's results showed that supervisor workload, teacher attitude, and incentives for instructional materials and allowances for supervisors all had an impact on instructional supervision in public primary schools in Oyo State's Afijio local government area. It was suggested that supervisors should avoid witch hunting teachers; instead, they should be impartial in their activities. It was also recommended that incentives and allowances be made available for supervisors.

## HOW TO CITE

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## Introduction

Education holds the key to grooming functional, intelligent and smart individuals in every society. It is also an important piece in every developmental tale of any nation. Given the importance of high-quality education in the modern world, governments around the world are placing a high premium on education. The United Nations made the decision to ensure that all boys and girls get free, equitable, and high-quality primary and secondary education by 2030 since access to such education can help people break free from the cycle of poverty (Zeh, 2021). However, according to Sullivan and Glanz (2007), some of the identified primary inputs in education delivery that have a direct impact on quality education is teacher training and supervision.

Different forms of educational supervision exist, including developmental, peer coaching, and clinical supervision, to name a few (Hoque, Kenayathulla, Subramaniam, & Islam, 2020).

All organisations, whether they are political, social, economic, or educational, are created to accomplish specific objectives that can only be met with strong leadership from the organization's head. Therefore, supervision is considered the lifeline and nervous system of the school organisation, without which an educational institution cannot properly function. It is an essential component of the educational system and an inescapable facet of school administration (Manjo, Suleiman & Salihu, 2023).

Before there was official education, there was instructional supervision. Originally, an inspection that was restricted to the one occasion when the entire school was assessed as a place of teaching was referred to as "instructional supervision" (Acheson, 1987). The goals of instructional supervision today are widely acknowledged in the literature to be to improve practice, student learning and accomplishment, reflection, and the

school as a whole (Hoque, Kenayathulla, Subramaniam, & Islam, 2020; Abdissa, 2019). Enabling each teacher to become a good teacher is the primary goal of effective school-based instructional supervision (Abdissa, 2019). The system theory investigates how each accomplishment in school depends on interactions with one another in school and their relationship to the environment at large (Bertalanffy, 1968).

Supervision is an educational activity that is used to maximise potential and enhance quality of instruction. Educational unit supervisors supervise in order to support school administration, educators, and other staff members who are helpful in raising the calibre and efficacy of instruction (Setyaningsih Suchyadi, 2021; Mulyasa, 2012). It is impossible to separate supervision from the overall educational administration process, which aims to improve school staff performance in relation to the primary educational tasks (Suchyadi & Nurjanah, 2018).

Because of its importance in the educational system, supervision has recently become essential and unavoidable with the goal of improving teaching and learning for both learners and teachers (Uzodinma, Onyishi, Ngwoke, Ugwu, Okorie, Amujiri, & Akanaeme, 2022). Supervision is the development of an authentic and mutual relationship between teachers and supervisors with the soul aim of assisting the teachers in professional improvement. The emphasis is on helping the teacher to do a better job of teaching the children to learn more.

Purwanto (2012) defines instructional supervision as an activity designed to support teachers and other staff members in carrying out their jobs in an efficient manner. Based on the aforementioned opinion, we can analyse it and determine what constitutes educational supervision by identifying its key components, which include: a. planned coaching activities; b. improving the teaching



situation (learning-teaching); c. Increasing the effectiveness of teachers, school staff, and other material resources; and d. Achieving educational goals in a more efficient and effective manner (Abu, 2014).

Planning, coordinating, implementing, assessing, developing educational human resource competencies, and other aspects of school administration that are directly tied to boosting the efficacy and efficiency of schools are all included in instructional supervision (Suchyadi, 2017). Therefore, qualified head teachers, teachers, and other staff members who are capable of carrying out their individual tasks, responsibilities, and functions are necessary for an educational institution to succeed (Suchyadi, Karmila & Safitri, 2019).

All activities aimed specifically at establishing, preserving, and enhancing the calibre of the teaching and learning process in schools are included in instructional supervision (Weyhe & Asiimwe, 2024). It also entails creating an environment that is supportive of teaching and learning as well as raising the calibre of instructional practices. Numerous authors have advocated for the necessity of instructional monitoring in educational settings.

According to Apiku and Asiimwe (2023) and Asiimwe and Magunda (2023), teacher preparation must happen in the classrooms where they are employed. Is accountability and transparency guaranteed by quality assurance in schools, as per Sagwe, Nyakan, and Ngariba (2016)? The authors proposed that instructional supervision, if implemented by school authorities, would assist in raising awareness among management and instructors regarding their roles in maintaining quality in both teaching and management.

The goal of supervision is to ensure that students are receiving the greatest education possible and that staff members, including instructors, are carrying out their assigned tasks by offering them

technical support and guidance. However, in practice, supervision often takes the form of administration alone, and this has made it difficult to implement, particularly when there is no follow-up on the outcomes. As a result, teachers often fail to recognise the value of supervision and even actively avoid it (Setyaningsih & Suchyadi, 2021).

According to Marlina, Su'ad, and Sukirman's (2022) research, academic supervision positively and significantly influences teachers' work motivation for public elementary school teachers. This means that the more effective the academic supervision, the more influence it has on teachers' work motivation. Additionally, academic supervision positively and significantly influences teachers' performance, indicating that the more effective the academic supervision, the more influence it has on teachers' performance. Instructional supervision through work motivation has a positive and significant effect on public elementary school teacher performance. This means that the more motivated teachers are at work, the more likely they are to perform better. It follows that improved academic supervision through strong work incentive has a greater impact on raising the calibre of teaching in public elementary schools.

Mensah and Boakye-Yiadom (2019) state that instructional supervision necessitates that school leaders conduct closer, more regular, and ongoing internal audits in order to guarantee that the school meets its objectives. Moreover, effective instructional supervision practices have been linked to improved school performance (Shava, Heystek & Chasara, 2021), teacher efficacy (Ma & Marion, 2019), student academic achievement (Maponya, 2020), and teacher effectiveness (Hafsat, Tengku & Hasniza, 2020).

Manjo, Suleiman, and Salihu (2023) citing UNESCO (1998), and corroborated by Umar, Hauwa-u, and Nura (2017) succinctly describes the difficulties and problems that supervisors in



education face, including the following: the use of officers or personnel in multiple disciplines or duties beyond their scope of expertise; the hiring of unqualified and inexperienced individuals for quality control, leading to subpar output; a lack of tools, supplies, equipment, literature, transportation for inspectors and supervisors, and stationery for institutions; gross overcrowding in classrooms and schools, creating over-sized institutions that make it impossible for effective management, sound teaching and learning, and the lack of implementation of reports and recommendations, derogating from their critical importance for quality, as well as a decline in the quality of such reports. Lack of basic training or orientation and contact with or connection to an experienced officer.

The study by Mwaniki, Itegi, and Njuguna (2018) also disclosed the positive and negative opinions that teachers had about supervision. Less attention to supervision can be detrimental to teachers, students, the school, and the supervisory process in general. A comparative study conducted in 2020 by Hoque, Kenayathulla, Subramaniam, and Islam found that instructors in secondary schools in Malaysia reported unhappiness with the supervisory strategies employed. Teachers claimed that supervisors are more interested in pointing out their mistakes than in helping them do effectively, according to Sharma, Yusoff, Kannan, and Binti Baba (2011). It is a common misconception among educators everywhere that being watched while teaching can cause stress, unease, and anxiety (Borich, 2008).

Effective instruction delivery is impossible without instructional materials, yet research has found that most schools lack even the most basic supplies and tools, like textbooks, whiteboards, and student-friendly classrooms. Aside from situations in which the supervisor has nothing to oversee, there are additional situations in which the problem is a deficiency of resources and facilities. Supervisors are frequently prevented by a lack of funds from

setting up internal orientation and training programs for their staff members or from visiting other school resource centres to find out about new developments, guidance, and instruction that could help the students and the school (Wongeh, Kondom, Alpha, & Nyamla, 2022).

Ogunu (2005) claims that school administrators are so overburdened with their daily tasks that they hardly ever have time to go into the classrooms and check on the teachers. The manager neglects their fundamental duty of monitoring since they spend more time responding to communication from the Ministry of Education, community affairs, and parents. Studies conducted to determine the obstacles impeding the efficient inspection of schools in Nigeria have found that issues impeding an efficient inspection of Nigerian schools include shortage of inspectors, low inspector motivation, and a lack of administrative authority to guarantee inspection recommendations are carried out (Ogunode and Ajape 2021; Assefa, 2014; Sibanda et al., 2011).

Research by Kuiga (2018) and De Grauwe (2007) has demonstrated that a lack of human and financial resources in many developing nations affects the implementation of instructional supervision in schools, which in turn affects academic attainment. Bessong and Ojong (2009) state that in addition to a lack of supervisory staff, the majority of Nigerian supervisors face issues like unpaid allowances or touring advances, as well as a lack of transportation, which is particularly problematic for those in rural locations. The supervisory offices do not have the financial means to visit schools on a regular basis to watch instruction in outlying areas.

According to a 2011 survey by Jared, many teachers were dissatisfied with the scope of the supervision services provided. This indicates that a key barrier to the adoption of instructional monitoring rules and guidelines in schools is a lack



of resources, as supervision activities will not proceed without sufficient funding. All efforts aimed specifically at establishing, preserving, and enhancing the calibre of the teaching and learning process in schools are included in instructional supervision. It also entails creating an environment that is supportive of teaching and learning as well as raising the calibre of teaching and learning techniques.

The use of instructional supervision by school authorities could aid in raising awareness among management and instructors regarding their respective roles in ensuring quality in both teaching and management.

In the majority of public primary schools in Oyo state's Afijio local government region, this is not the case. Over the years, it has been noted that the majority of public schools in this local government area have received little to no instructional monitoring. The teaching and learning processes as well as the academic achievement of the students would undoubtedly be impacted by this circumstance. In light of this, this study looked at the variables influencing the primary school instructional supervision in Oyo State's Afijio local government area.

### Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance

Ho1. There is no significant influence of teacher's attitude on academic supervision in primary schools in Afijio local Government Area of Oyo state.

Ho2. There is no significant influence of instructional materials on academic supervision in primary schools in Afijio local Government Area of Oyo state.

Ho3. There is no significant influence of Incentives and allowances for supervisors on academic supervision in primary schools in Afijio local Government Area of Oyo state.

Ho4. There is no significant influence of supervisor's work load on academic supervision in primary schools in Afijio local Government Area of Oyo state.

### Methodology

The descriptive research design was used in this investigation. Ten public primary schools were randomly chosen from the randomly selected five towns and villages in the Afijio local government area of Oyo state. Total enumeration was utilized in selecting all head teachers and class teachers in the selected public primary schools in Oyo state's Afijio local government area. A total of one hundred (100) respondents were gathered. A self-developed tool called the Factors Influencing Instructional Supervision Questionnaire (FIISQ) was used to gather data. There were two sections in the questionnaire: A and B. Section B focused on the factors chosen for the study, while Section A contained the respondents' demographic information. The instrument was validated and the reliability coefficient of 0.86 was obtained. Descriptive statistics, such as frequency counts and percentages, were used to analyse the data and gather information on the respondents' demographics. Inferential statistics, such as Chi-Square ( $\chi^2$ ), were employed to test the hypotheses at the significance level of 0.05.

### Results and Discussions of Findings

**Hypothesis 1:** There is no significant influence of teacher's attitude on academic supervision in primary schools in Afijio local Government Area of Oyo state.



**Table 1: Chi-square ( $X^2$ ) analysis on teacher's attitude towards supervision**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.993 <sup>a</sup>	6	.000
Likelihood Ratio	36.988	6	.006
Linear-by-Linear Association	35.380	1	.000
N of Valid Cases	100		

a. 8 cells (26.7%) have expected count less than 5. The minimum expected count is .02.

From the table above, it could be observed that the Pearson Chi-square statistic  $X^2 (6) = 23.99$ , and  $p=0.000$  ( $p \leq 0.05$ ). The null hypothesis which states that there is no significant influence of teacher's attitude on academic supervision in primary schools in Afijio local Government Area of Oyo state is hereby rejected. This implies that teacher's attitude towards supervision had influence on instructional supervision in primary schools in Afijio local Government Area of Oyo state. This finding is consistent with a study by Hoque, Kenayathulla, Subramaniam, and Islam (2020), which found that while some teachers saw school instructional supervision as a way to settle personal scores with supervisees, find fault in their work, and find ways to interfere, other teachers saw it as a valuable tool for advancing their professional

development and achieving a more comprehensive improvement in student performance. According to research on teacher attitudes by Khun-inkeeree, Dali, Daud, Fauzee, and Khalid (2019), supervisory procedures can positively or negatively affect teachers' opinions. According to Mwaniki, Itegi, and Njuguna (2018), teachers' attitudes towards instructional supervision procedures are critical since they have an impact on the process's outcome. According to a study conducted in Turkey by Kayaoglu (2012), teachers showed a negative attitude towards supervision.

**Hypothesis 2:** There is no significant influence of instructional materials on academic supervision in primary schools in Afijio local Government Area of Oyo state.

**Table 2: Chi-square ( $X^2$ ) analysis on instructional materials and supervision**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	90.483 <sup>a</sup>	9	.000
Likelihood Ratio	105.878	9	.000
Linear-by-Linear Association	58.936	1	.000
N of Valid Cases	100		

a. 7 cells (43.8%) have expected count less than 5. The minimum expected count is 2.76.

From the table above, it could be observed that the Pearson Chi-square statistic  $X^2 (9) = 90.48$ , and  $p=0.000$  ( $p \leq 0.05$ ). The null hypothesis which states that there is no significant influence of teacher's attitude on academic supervision in

primary schools in Afijio local Government Area of Oyo state is hereby rejected, indicating that instructional materials had influence on instructional supervision in primary schools in Afijio local Government Area of Oyo state. This



result supports a study conducted in 2017 by Umar, Hauwa-u, and Nura that looked at several issues or limitations with the monitoring of instruction in secondary schools in Nigeria. The study discovered a number of issues, including inadequate communication, untrained and unqualified supervisors, a shortage of materials and staff, financial constraints, poor human relations, administrative issues, political unpredictability, low teacher morale, and a ministry of education official's indifferent attitude towards the supervision of instruction. The study conducted by Umar, Hauwa-u, and Nura (2017) also discovered

that supervisors encounter a challenge of inadequate resources. This is a significant issue that makes their assignment more difficult. Material resources are used to carry out the task of supervision. The kind of supervision envisioned may determine which materials to utilise and how many the instructional supervisor has at their disposal.

**Hypothesis 3:** There is no significant influence of Incentives and allowances for supervisors on academic supervision in primary schools in Afijio local Government Area of Oyo state.

**Table 3: Chi-square ( $X^2$ ) analysis on incentives and allowances on supervision of instructional supervision**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	102.532 <sup>a</sup>	9	.000
Likelihood Ratio	110.423	9	.000
Linear-by-Linear Association	11.362	1	.001
N of Valid Cases	100		

a. 9 cells (56.3%) have expected count greater than 5. The minimum expected count is 1.26.

From the table above, it could be observed that the Pearson Chi-square statistic  $X^2 (9) = 102.53$ , and  $p=0.000$  ( $p \leq 0.05$ ). The null hypothesis which states that there is no significant influence of incentives and allowances for supervisors on academic supervision in primary schools in Afijio local Government Area of Oyo state is hereby rejected, indicating that incentives and allowances for supervisors had influence on instructional supervision in primary schools in Afijio local Government Area of Oyo State. This result corroborates research by Kuiga, 2018; Sibanda et al., 2011; De Grauwe, 2007; these studies have demonstrated that a lack of financial and human resources in many developing nations has a

negative impact on academic achievement and instructional supervision. Bessong and Ojong (2009) state that in addition to a lack of supervisory staff, the majority of Nigerian supervisors face issues like unpaid allowances or touring advances, as well as a lack of transportation, which is particularly problematic for those in rural locations. The supervisory offices do not have the financial means to visit schools on a regular basis to watch instruction in outlying areas.

**Hypothesis 4:** There is no significant influence of supervisor's work load on academic supervision in primary schools in Afijio local Government Area of Oyo state

**Table 4: Chi-square ( $X^2$ ) analysis on supervisor's work on instructional supervision**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	87.112 <sup>a</sup>	9	.000
Likelihood Ratio	118.222	9	.006
Linear-by-Linear Association	121.116	1	.007
N of Valid Cases	100		

a. 9 cells (56.3%) have expected count greater than 5. The minimum expected count is 1.26.

From the table above, it could be observed that the Pearson Chi-square statistic  $X^2$  (9) = 87.112, and  $p=0.000$  ( $p \leq 0.05$ ). The null hypothesis which states that there is no significant influence of supervisor's work load on academic supervision in primary schools in Afijio local Government Area of Oyo state is hereby rejected. This implies that supervisors work load had influence on instructional supervision in primary schools in Afijio local Government Area of Oyo State. This result is consistent with a study by Edward and Mercy (2017) on the workload of secondary school principals and instructional supervision methods in Kenya, which found that the high workloads of instructional supervisors impeded the efficient application of instructional supervision. The majority of the time spent at school was reportedly spent on administrative and instructional responsibilities for 88.5% of principals. Assefa (2014) looked at the difficulties associated with instructional supervision in Western Ethiopia and discovered that a heavy workload was one of the main issues faced by both supervisees and supervisors. Numerous participants in this research expressed dissatisfaction over their excessive workload, which included teaching more than 25 periods each week. According to Ogunu (2005), school supervisors barely have time to visit the classrooms to check on the instructors since they are so overwhelmed with the daily administrative tasks.

### Conclusion

In view of the findings, it was concluded that:

1. Teachers will see instructional monitoring negatively if their supervisors are primarily focused on finding flaws rather than offering suggestions for improvement.
2. Insufficient or nonexistent educational resources in elementary schools will impede the oversight of instruction.
3. When supervisors are not given incentives and allowances, movement from one school to another will be impacted.
4. The burden of the supervisor will prevent them from being able to actively monitor the teachers in their different schools.

### Recommendations

Based on the conclusion, the following recommendations were made:

1. Rather than conducting witch hunts on teachers, supervisors should be impartial in their activities and work towards teacher improvement.
2. To improve teaching and learning in primary schools, sufficient instructional resources must to be made available to all schools.
3. All supervisors should receive allowances and incentives to help them carry out their responsibilities efficiently.
4. In order for supervisors to successfully oversee, their workloads should be decreased.





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