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## Influence of School Supervision on Academic Achievements in Selected Secondary School in Offa, Kwara State, Nigeria

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### **Abstract:**

*The study investigated the influence of school supervision on academic achievements in selected secondary schools in Offa local government area of Kwara State. Two hundred respondents drawn from ten secondary schools participated in the study by responding to the questionnaire used for eliciting information for the findings, four research hypotheses were formulated for the study. While chi-square method was adopted in analyzing data obtained from the questionnaire distributed. The result showed that: there is significant relationship between; school supervision and academic achievements, school supervision and appraisal of exciting teaching and learning situation, teachers effective use of instructional materials and staff development. It was therefore recommended among others that more qualified supervisor should be employed; they should be adequately remunerated, adequately motivated, provided with opportunity to attend seminars, workshop and conferences, while the school should be well equipped with adequate teaching and learning materials.*

**Keywords:** School supervision, academic achievement, school administrator, teachers, supervisor, school proprietress, Curriculum, Personnel, Staff Development.

### **1. Introduction**

An education administration may find him or her wanting in the performance of his/her duties by just operating a system. It is necessary therefore for one to continually modify a system when necessary because an assumed efficient operating system may become dysfunctional when an environment changes. Supervision is an activity undertaken by someone who occupies a formal role within an organization that has (more or less) explicit expectations and accountabilities to both the person being supervised, and the organization, which provides the context for the supervisory relationship (Olorundare, 2017). The activities of teachers need monitoring to create essential changes in an attempt to achieve set goals and objectives.

A school is an establishment be with specifications services that deals directly and intimately with people. Formal education in schools aims at achieving national objectives. Schools are established by individuals, missions, corporate bodies and community proprietors, all these school with their different proprietor are expected to operate on similar curricular, employed qualified teachers, admit children of school age, provide teaching-learning facilities and administer the regulations of the ministry education (2000). In an attempt to streamline the operations in schools there is the need to undertake the following:-

- Ensure quality control
- Offer personal guidance; give concrete, constructive advice, and encouragement on effective classroom and school management.
- Stimulate continuous teaching professional programmes for staff development and effective classroom management.
- Appraise existing teaching-learning situations to ascertain the needs of student and the efficiency of instruction.
- Active technical service to teachers in the form of instructional aides and specific suggestions to assist the students' diagnosis and measurement.

- Encourage research programmes for the purpose of curriculum construction and revision for material technique and instructional methods.

There are several factors that interfere with a school and a school programmes. Some of these factors are ignorance, professional leadership suspicious about programmes, lack of support from head teachers, threat of newly qualified teachers and disciplinary problems. To solve the problem interfering with school programmes experienced administrator and educational researchers and educational administration.

However, school supervision is not only classroom visitation but an aspect of schools and educational administration that focuses observation and monitoring on all elements of the teaching –learning situation with the aim of maintaining favorable strategy and suggestion some efficient instructional and administrative techniques. Inspection manual (2001)

- Strengthening of the inspectorates and monitoring unit of the ministry and encourage the state government to do same.
- Capacity building for teachers to improve in their effectiveness and efficient service, delivery intervention skills, updating programmes for teachers of English language, mathematics and science subjects.
- Strengthening of quality assurance services in the school provision of computers, libraries and building of science laboratories.
- Empowering principals to ensure quality delivery at both academic and administrative levels.

School supervision has primary functions, inspections, assisting, critiquing observing, suggestion and reporting, inspection and monitoring of teaching staff in school supervision removes autocratic dictation and helps to promote democratic leadership. school supervision in the colonial era was introduced in form of school inspection noted by Fafunwa (1999), school supervision was primarily linked with the quality of education and teacher's performance updated also the national policy on education N.P.E (1971) attaches great importance to efficient, capable and highly enlightened supervision and inspector cadre of professionals in the educational system, (NPE) 1979, 1977, 1998, and 2004) respectively.

School inspection in the colonial era was authoritarian and a fault-finding exercise which most of the time produce some negative effect and critical analysis of all teaching learning environments.

The modern school supervision programmes also look into and address the following factors.

- Investigating administrative bearing, promoting constancy and cross- fertilization of ideas.
- Encouraging initiative, and providing useful thoughts and strengthening the quality of education.
- Collecting information for administrator which cannot be easily obtained by telephone, scouting for talents and organizing conference and exhibition for schools.
- Giving professional assistance to parents and teachers to guide and direct citizens to responsible citizenship.
- And guiding teacher into the principles of relevance and the incidence of professional misconduct and promoting good discipline.

Thus, school supervision poses a great deal of challenge to modern success curricula which affect aspirations expectations, preferences, pursuit of higher education career and awareness, youth employment and involvement on work and leisure activities, school inspection is a statutory requirement . Hence effective supervision on student's academic achievement cannot be over emphasized.

Perhaps, this may be the reason why the Federal Government through the NPE (2000) make a policy statement that the Federal, State, Local Government will collaborate in "Monitoring and maintaining minimum standards at all levels of education below tertiary level.

### 1.1. Statement of the Problem

Investigating the influence of school supervision on senior school students academic achievement in Offa local government area in kwara state is the focus of this study, supervision started as a way of improving the practice of education. Supervision is observed not to be only classroom visitation but it consists of all aspect of schools and educational administration in the society, it also observed that various factors interfered with the school and it programme, these also affect effective teaching-learning activities in the schools.

Burton and Brueknern (2000), supervision is an expert technical service primarily aimed at studying and improving co-operatively, similarly Ehiometalor (2000), considered supervision as the phrase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of educational systems. According to the inspector's manual (FME 2001), Supervisors are faced with many challenges occasioned by contemporary situations in education and the larger society. It was observed that similar contemporaries influenced the quality of instruction directly and indirectly at the same time.

Other school of thoughts sees supervision as a way of persuading people to desist from applying wrong procedures in carrying out certain function on their jobs at the same time try to emphasize the importance of good human relations in an organization. (Ogunsaju,2007). Because of the similarity of the two situations and their relationship, their impact on the teaching learning process is tremendously, therefore, it demands the full commitment devotion and dedication of an inspector.

Research Hypotheses; the following hypotheses were tested in this study

- H01:- There is no significant relationship s between school supervision and students academic achievements among the secondary schools in Offa Local Government Area of Kwara State.
- H02:- There is no significant relationship between school supervision among the secondary schools in Offa Local Government of Kwara State.
- H03: -There is no significant relationship between school supervision and effective appraisal of teaching and learning among the secondary school in Offa Local Government Area of Kwara State.
- H04:- There is no significant relationship between school supervision and adequate motivation among the secondary school in Offa Local Government area of Kwara State.

## 2. Research Methodology

This study is a descriptive of the survey method. The target population for the study b of the entire secondary school in Offa Local Government Area of Kwara State and (20) were drawn from each school due to the limited time and resources, only ten (10) were chosen. The sample consisted of two hundred teachers, randomly selected in the sampled school in Offa local government area of kwara state.

## 3. Data Analysis and Results

The statistical analysis used for the study was descriptive statistics of Chi- square statistical tools to test the hypotheses formulated for the study.

$$X^2 = \frac{(O-E)^2}{E}$$

The data analysis and the result are presented in the following tables:

- Hypotheses 1: There is significant relationship between school supervision and students academic achievement at secondary school level.

Item	Agreed	Disagreed	Total	X <sup>2</sup>	df cal	df tab
1	145()	55 ()	200	35	3	7.81
2	152	48 ()	200			
3	162	38 ()	200			
4	171	29 ()	200			

Table 1: X<sup>2</sup> Calculation of the Relationship between School Supervision and Students Academic Achievement

The table showed response of respondents on significant relationship between school *achievements* and appraisal of existing teaching and learning situation in secondary schools.

The Chi- square analysis value (29) is greater than the table value of (7.81) at 0.05 level of significance. Since the calculated value (29) is greater than the table value (7.81) therefore hypothesis 1 is accepted. Which means there is significant relationship between students' achievement and appraisal of existing teaching and learning situation in secondary schools?

- Hypotheses 2: There Is Significant Relationship Between Schools Supervision And Appraisal Of Existing Teaching And Learning Situation At The Secondary Schools Level.

Item	Agreed	Disagreed	Total	X <sup>2</sup>	Df cal	Df tab
5	161(E)	39 (E)	200	29	3	7.81
6	150 ()	50 ()	200			
7	149 ()	51 ()	200			
8	175 ()	25 ()	200			

Table 2: Summary of X<sup>2</sup> Calculations

The table shows response of respondents on significant between school supervision and teachers effective use of instructional materials at secondary school level. The result revealed

A chi-square value of (25) greater than table value of (7.81) at 0.05 level of significant. Since the calculated value (25) is greater than the table value. Therefore hypothesis 2 which states that, there is significant different between supervision and effective use of instructional materials is hereby withheld.

- Hypotheses 3:- There is significant relationship between school supervision and teachers effective use of instructional materials at the secondary school level.

Item	Agreed	Disagreed	Total	X <sup>2</sup>	df cal	df tab
9	135 ( )	65 ( )	200	25	3	7.81
10	142	58	200			
11	152	48	200			
12	139	61	200			

Table 3: Summary of X<sup>2</sup> Calculations

The table revealed the result of analysis of participants on significant relationship between school supervision and staff development for enhancing students' academic achievements. Result showed that, the chi –square calculated (23) is greater than critical table value of (7.81) at 0.05 level of significance, indicating a significant relationship. Therefore, the hypothesis which states that there is significance difference between school supervision and staff developments. Hypotheses 4:- There is significant relationship between school supervision and staff development for enhanced student's academic achievement.

Calculation Item	Agreed	Disagreed	Total	X <sup>2</sup>	df cal	df tab
13	147 ( )	53 ( )	200	23	3	7.81
14	40 ( )	160 ( )	200			
15	152 ( )	48 ( )	200			
16	35 ( )	165 ( )	200			

Table 4: Summary of X<sup>2</sup>

#### 4. Summary of Major Findings

There is a significant difference in school supervision and students academic achievement. Appraisal of existing teaching and learning had a significance influence on students' achievement.

From the result of the finding above, the influence of school supervision cannot be over emphasised in the firsts instances, effective supervision ensure qualitative teaching which will reflect in the students' academic achievement in the schools, supervision also ensure provision of basic amenities in the schools in terms of adequate materials including general schools environment, equally, school supervision ensure professional efficiency and effectiveness of teachers which is also reflected in the academic achievement of students accordingly.

#### 5. Discussion

The study investigated of school supervision on students' academic achievement in selected secondary schools in Offa local government area of kwara state, two hundred respondents drawn from secondary school participated in the study by responding to questionnaire designed by the researcher and vetted by the supervisor four researcher hypotheses were formulated for the study. the data generated were analysed using chi-square, The analysis revealed a significant difference between school supervision and students academic achievement in secondary schools, indicating that supervision ensure students positive academic achievement, teachers efficiency, enhanced teacher knowledge on effective teaching , and modern methods of classroom actions.

Also, there was significant difference between school supervision and appraisal of existing teacher and learning situation at the secondary school level, this shows that school supervision enhance effective teaching and learning situation, students success, and students educational development.

Similarly, there was significant difference between school supervision and teachers effective use of instructional materials at the secondary level meaning that school supervision enhances teachers' technical knowledge, effective use of instructional knowledge effective use of instructional materials, teacher's educational development, and teachers' efficiency. Finally, there was significant difference between school supervision and staff development, adequate and effective supervision, according to this result, will enhance positive teachers' efficiency, punctuality at work and adequate motivational services.

#### 6. Conclusion

The following conclusion was deduced:

- There was significant difference between school supervision and school's supervision significantly influenced students' academic achievement.
- There is significant relationship between school supervision and appraisal of existing teaching and learning facilities also influence student's academic performance.
- There is significant relationship between school supervision and supervision actually influenced teacher effective use of instructional materials at the secondary school level.
- There is significant relationship between school supervision and staff regular development enhanced adequate school supervision.

## 7. Recommendation

Arising from the major finding of this study, the following recommendations were made. Employment of more schools supervisors to complete the efforts of the existing supervisor should be done by the concern administrators.

- Salaries and remunerations of supervisors should be paid as at when due.
- Supervisors must be adequately motivated in terms of welfare policy to enhance their effectiveness and commitment to duty.
- Workshop and conferences should be organised for supervisors on regular basis.
- Adequate provision of supervising materials is also essential to ensure effective supervision activities.
- Provision of adequate transportation facility to enhance movement of the supervisors should be made available.
- The school should be provided with adequate infrastructure facilities such as chairs, table's e. t. c to ensure comfort ability of both the students and the teachers.
- It is also essential for government to build more classrooms to accommodate students to avoid overcrowding of the class conducive school environment should be provided to ensure learning and teaching activities in the school.
- The teachers should be provided with opportunity to attend seminars, Workshops, and Conferences to enhance their professional competence.

Furthermore, the secondary school's system should be placed a teacher as to provide good qualities of education in Offa Local Government Area of Kwara State. Finally, Government has two great and important duty to carry out for this programme, therefore government should actively play their own part such as given them incentives, like medical attention, provision of allowance whenever teachers are going on transfer.

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