

**INFLUENCE OF SUPERVISION OF INSTRUCTION AND
INSTRUCTIONAL MATERIALS ON ACADEMIC
ACHIEVEMENT OF SENIOR SECONDARY
SCHOOL STUDENTS**

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Abstract

The study investigated the influence of supervision of instruction and instructional materials on senior secondary school students' academic achievement. The study adopted descriptive survey research design. The sample for the study was selected through simple random sampling techniques. A total of 100 teachers were selected from five secondary schools in Ijebu North Local Government Area of Ogun State that participated in this study. Descriptive and inferential statistics were used for data analysis. The results of the study showed that supervision of instruction significantly influence secondary schools' students' academic achievement. Based on the findings of this study, it was concluded that supervision of instruction significantly influences academic achievement of students in secondary schools. It was however recommended among others that Principals should be ready to organize workshops for their teachers in the schools and work towards teachers' attendance at trainings outside the school. Principal should endeavour

to monitor the effective usage of instructional materials by teachers and academic achievements of students.

Keywords: Supervision, Instruction, Instructional materials, Academic achievement.

Introduction

The quality of education system cannot be underestimated by any nation. The determinant of quality of citizenship of any nation solely depends on the quality of educational administrators, teachers and learners in that nation. Abubakar (2015) states that principals must make it mandatory for their schools to adhere strictly to the rules and regulations set by the local governments, state governments and the Federal government. The principals should also see the need to ensure that their school meets the budgetary, testing and other laid down rules set by their district or state. They must ensure that custodial teachers, bookkeepers and everyone working in school and are ultimately under the scrutiny of the principal and his assistant. The changes in the educational sector in Nigeria demand that the school principals play bigger and more important roles in educational supervision. Principals are answerable only to superintendents, who are technically educational supervisors as well. Superintendents oversee all the schools and staff in their district. They perform the same basic functions as principals but on a larger scale. School superintendents must comfortably handle large amount of pressure and responsibility. Amina (2015) states that Principals are expected to provide some services that will enhance the smooth performance of teachers in the school. This study evaluates the extent to which head teachers provide these services with particular reference to supervision. They should have excellent diplomacy and interpersonal skills as they work closely with school boards and the administrative staff in their district and others. Post secondary educational supervisors have duties that are more on targeted depending upon the branch of the university for which they work. Some postsecondary educational supervisors may have mainly business duties while others are more research or academic pursuits. Principal's supervisory role is a critical issue in educational leadership.

It involves lots of leadership aspects, identifying, supervision, teacher's skills, students' performance, the effectiveness of the types and technical skills. The National Policy on Education (2014) under the Ministry of Education revealed how the principal prime role of educational leadership, must be effective. Principals should be efficient and spend most of their time in organizing learning activities in schools. Maintaining effective school supervision, acting as consultants, advisers and coordinators for teaching and learning activities in schools. They should spend more time in teachers and students' professional activities, not only working in their rooms issuing memos and directive or circulars.

Mohammed *et al.* (2015) described instructional supervision as something that has to do with the coordination of various tasks by autonomous and delegated authority and ensuring that personal consideration is expunged out of official work to attain fairness to obtain the goals of schools. According to Egbegi et al (2019), school managers at all levels are expected to ensure constant improvement of the quality of educational service delivery in school during teaching and learning process through effective supervision. Despite all the emphasis on the acquisition of practical skills and basic knowledge by the students for various activities, it still requires the good supervisor and manipulation of skill oriented instructional facilities. Yet, the instructional materials are unavailable, insufficient and inadequate. Principals are responsible for the administration of admission, health, lunchroom, textbooks, supplies, records and many other auxiliaries in the educational system. Therefore, the role of a school principal is to plan, supervise and develop competitive strategies for the school. The principal is therefore tasked with the responsibility of supervising teachers generally to improve their instructional effectiveness, manage both human and material resources and make recommendations towards achieving the stated objective of the school. Principal as the head of the school is the one to ensure the quality of activities in the school while the quality of academic achievement of students depends on the quality of instructional materials in the school.

Many Nigerian schools employ untrained educators or teachers due to the fact that professional and qualified teachers are limited in numbers (National Policy of Education, 2014). The employment of untrained teachers brings about incapability of carrying out a lukewarm teaching-learning process. No doubt, unskilled teachers hardly use instructional materials for their teaching in schools which leads to an incomplete dissemination of the subject content. On the other hand, teachers have to develop teaching materials from the local environment through improvisation because not all schools are able to provide all the materials needed for instruction. During the process of improvising, unskilled teachers use teaching aids that are not correlating with the subject content which leads to the poor academic achievement of students. Thus, this study sought to investigate the influence of supervision of instruction and instructional materials on academic achievement of senior secondary school students in Ijebu-North Local Government area of Ogun State.

Objectives of the Study

The objective of this study is to investigate the influence of supervision of instruction and instructional materials on academic achievement of senior secondary school students. Specifically, the work intends to:

- i. assess the level of supervision of instructions and usability of instructional materials among teachers in secondary schools in Ijebu-north local government;
- ii. assess if teachers instructional delivery determines student academic achievement;
- iii. determine the influence of instructional materials on instructional delivery of teachers in secondary schools in Ijebu-north local government area; and
- iv. determine the joint influence of supervision of instruction and instructional materials on students' academic achievement in secondary school.

Hypotheses

- Ho1: Level of supervision of instructions has no significant influence on the usability of instructional materials among teachers in secondary schools in Ijebu-north local government area.
- Ho2: Teachers instructional delivery has no significant influence on student academic achievement
- Ho3: Instructional materials have no significant influence on instructional delivery of teachers in secondary schools in Ijebu-north local government
- Ho4: Supervision of instruction and instructional materials has no joint influence students' academic achievement in secondary school.

Methods

Descriptive survey research design was used in this study since the study described the effect of supervision of instruction and instructional materials on academic achievement of senior secondary school students in Ogun State. This study employed the descriptive survey research design since the study described the effect of supervision of instruction and instructional materials on academic achievement of senior secondary school students in Ogun State. The population of the Study included five (5) selected Senior Secondary Education teachers in Ijebu-North Local Government Area of Ogun State. The sample of the study comprise of a total of one hundred (100) teachers which were selected from five (5) selected secondary schools in Ijebu-North Local Government Area of Ogun state and the technique adopted was simple random sampling techniques. The sample was drawn from five (5) public schools in which 20 teachers were chosen at random in each of the schools to create the final sample for the study, which consisted of One Hundred (100) respondents. The Instrument used for the study was subdivided into three sections which were: Supervisor of Instruction Items (SII), Instructional Materials Items (IMI) and Academic Achievement Items (AAI). While the validity and Reliability of the

Instrument were submitted to experts for both content and face validity respectively. Some questions were modified and reworked based on the expert suggestions. While the instrument's dependability was established using test, re-test method. The questionnaire was subjected to 10 teachers after two weeks; there was another administration on the same subject. These respondents were not part of the sample of the study. The Pearson Product Moment Correlation will be used to determine the degree of linear relationship between the two sets of scores. The reliability coefficient of the instrument shows if the instrument is reliable for the research. The descriptive statistics were used to analyze the data collected for the study (mean, standard deviation). Also, inferential statistics of Pearson Product Moment Correlation and Multiple Regression analysis were employed for testing the hypothesis formulated for the study at 0.05 level of significance.

Results

H₀₁: Supervision of instruction has no significant influence on students' academic achievement in sec schools in Ijebu-North Local Government Area of Ogun State.

Table 1: Model Summary of Supervision on Students' Academic Achievement

Model Summary	ANOVA					
	Model	Sum of Squares	df	Mean Square	F	Sig
R = .314	Regression	117.708	1	117.708	10.696	.001 ^b
R ² = .098	Residual	1078.452	98	11.005		
Adj. R ² = .089	Total	1196.160	99			
Std Error = 3.31732						

Table 1 showed that supervision significantly predict students' academic achievement ($R = .314$; $R^2 = .098$; $F_{(1,98)} = 10.696$, $P < 0.05$). The reported R^2 of .098 implies that supervision as a predictor variable predicted 9.8 % of the variance in students' academic achievement among secondary school students in Ijebu-North.

According to this, the predictor variable (supervision) is a highly reliable indicator of pupils’ academic achievement.

H₀₂: Teachers instructional delivery has no significant influence on students’ academic achievement of secondary school students in Ijebu-North Local Government Area of Ogun State

Table 2: Model Summary of instructional delivery on Students’ Academic Achievement

Model Summary	ANOVA					
	Model	Sum of Squares	df	Mean Square	F	Sig
R = .014	Regression	.222	1	.222	.018	.893 ^b
R ² = .000	Residual	1195.938	98	12.203		
Adj. R ² = -.010	Total	1196.160	99			
Std Error = .3.4933						

Table 2 showed that teachers instructional delivery did not significantly predict students’ academic achievement (R = .014; R² = .000; F_(1,98) = 018, P > 05). The reported R² of .000 implies that teacher instructional delivery as a predictor variable predicted has contribution to the variance in students’ academic achievement among secondary school students in Ijebu-North. This implies that the predictor variable (teacher instructional delivery) is not a significant predictor of students’ academic achievement.

H₀₃: Teachers instructional delivery and supervision has no significant influence on students achievement of secondary school students in Ijebu-North Local Government Area of Ogun State.

Table 3: Model Summary of instructional delivery and supervision on Students' Academic Achievement

Model Summary	ANOVA					
	Model	Sum of Squares	df	Mean Square	F	Sig
R = .316	Regression	119.197	2	59.599	5.368	.006 ^b
R ² = .100	Residual	1076.963	97	11.103		
Adj. R ² = -.081	Total	1196.160	99			
Std Error = 3.33207						

Table 3 showed that teachers instructional delivery and supervision significantly predict students' academic achievement ($R = .316$; $R^2 = .100$; $F_{(1,97)} = 5.368$, $P < 05$). The reported R^2 of .100 implies that teacher instructional delivery and supervision as predictor variables predicted 10% of the variance in students' academic achievement among secondary school students in Ijebu-North. This implies that the predictor variables (teacher instructional delivery and supervision) when combined significantly predict students' academic achievement.

H_{04} : There is no significant combined influence of peer group and socio economic background on academic performance of secondary school students within Ijebu-North Local Government Area of Ogun State.

Table 4: Model Summary of Peer Group and Socio Economic Background on Students' Academic Performance

Model Summary	ANOVA					
	Model	Sum of Squares	df	Mean Square	F	Sig
R = .131	Regression	.669	2	.335	1.374	.257 ^b
R ² = .023	Residual	28.497	117	.244		
Adj. R ² = .006	Total	29.167	119			
Std Error = .4953						

Table 4 showed that socio economic background and peer group did not significantly predict students' academic performance ($R = .131$; $R^2 = .023$; $F_{(2,117)} = 1.374$, $P > .05$). The reported R^2 of .023 implies that students' socio-economic background and peer group as predictor variables predicted 2.3 % of the variance in students' academic performance. This implies that the predictor variables (socio economic background and peer group) when combined, did not significantly predict students' academic performance.

Discussions

From the data analysis, this finding revealed that supervision of instruction significantly influences students' academic achievement in secondary schools in Ijebu-North Local Government. The study is in line with the work of Sergiovanni et al (2015) who revealed that supervision of instruction is heading in the direction of both maintaining and civilizing the teaching culture processes of the school. The study also revealed that predictor variable (supervision) is a significant predictor of students' academic achievement in Ijebu-North Local Government. The reason for this might be that the supervision mechanism put in place by the schools are effective and that the teachers who were using them were well monitored. This is in agreement with the study of Wiles et al (2015) which stated that supervision of instruction is a supplementary behavior system officially provided by the organization for the principle of interacting with the teaching behavior system in such a way to preserve, change and advance the provision and actualization of culture opportunity for students.

Furthermore, the study revealed that tutor's instructional delivery has no significant influence on students' academic achievement of secondary school students in Ijebu-North Local Government Area as shown in the result of the study which revealed that teachers' instructional delivery has no significant influence on students' academic achievement of secondary school students in Ijebu-North Local Government Area. This implies that the predictor variable (teacher instructional delivery) is not a significant predictor of

students' academic achievement. This result contradicts the work of Gagne *et al* (2015) who explain that Instructional materials can be used to help students learn more effectively through guided learning or self-teaching. Also, the study found that tutor' instructional delivery and supervision has no significant influence on student's achievement of secondary school students in Ijebu-North Local Government Area. The result shows that teacher's instructional delivery and supervision predict significant influence on students' achievement of secondary school students in Ijebu-North Local Government Area. This implies that the predictor variables (teacher instructional delivery and supervision) when combined significantly will predict students' academic achievement. This is in agreement with the study of Poole *et al* (2014) stated that "instructional supervision is a influential process that emphasizes friendly examination of teaching and learning. In this regard, participant in the supervision process plan and implement a range of professional growth opportunities designed to meet teacher's professional growth and educational goals and objectives.

Finally, from the data analyzed, the study revealed that there is no significant combined influence of peer group and socio-economic background on academic performance of secondary school students within Ijebu-North Local Government Area. The results show that socio economic background and peer group did not significantly predict students' academic performance. This implies that the predictor variables (socio economic background and peer group) when combined, did not significantly predict students' academic performance. The result is not in conformity with the work of Badmus, *et al* (2018)) which explains that several factors have been considered as determinants of secondary school academic achievement in Nigeria among which are teacher factors, parental factor, socio economic factors, societal factors, school quality factor, peer group factors, principals' leadership behavior and students' attitudes.

Conclusion

This study assessed the effect of supervision of instruction and

instructional materials on academic achievement of senior secondary school students in Ijebu-North Local Government Area of Ogun State. The study concluded that supervision of instruction significantly influence students' academic achievement in secondary schools. Also, teachers' instructional delivery has no significant influence on academic achievement of secondary school students. In addition, teachers' instructional delivery and supervision significantly influence students' academic achievement in secondary school. Finally, there is no significant combined influence of peer group and socio-economic background on academic performance of secondary school students.

Recommendations

Based on the findings of this study, the study recommended among others that Principals should be pro-active in organizing workshops for teachers in the schools and aid teachers' turnout at trainings outside the school as guided by the needs of individual teachers and schools, principal should also ensure effective usage of instructional materials by teachers and closely monitor students' academic achievements, principals should be setting time for instructional supervision in schools as it will positively influence students' academic achievement, the principal should lay significance on growth and application of technical skills by teachers to inspire teachers to respond absolutely to various instructional activities in their schools.

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