

**Principals' Supervisory Techniques, Teachers' Workload and Secondary School Students' Academic Achievement in English Language in Oyo Central Senatorial District, Oyo State**

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### **Certification**

This is to certify that Adesakin Matthew ADEKUNLE with Matriculation Number LCU/PG/002486 carried out this research work titled: Principals' Supervisory Techniques, Teachers' Workload and Senior Secondary School Students' Academic Achievement in English Language in Oyo Central Senatorial District in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State for the award of Master's Degree (MEd) in Educational Management and that has not been previously submitted.

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## **Dedication**

This research work is dedicated to my beautiful wife who abandoned her own academic ambition for my own.

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“Even though the mentioned institution and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work”.

## Abstract

Recent studies have explored number of factors influencing students' academic achievement in English Language, including parental and student attributes, teacher effectiveness, environmental factors, and school-related variables. However, limited comprehensive research has delved into the influence of principals' supervisory techniques and teachers' workload on this critical facet of education. This study bridged this research gap by investigating the influence of principals' supervisory techniques and teachers' workload on the academic achievement of senior secondary school students in English Language within the Oyo Central Senatorial District. The research involved a sample size, comprising 2,690 students, 426 teachers, and 99 principals, selected through random sampling techniques. Data were collected using adapted questionnaire and achievement test, with subsequent analysis employing descriptive and inferential statistical methods at a significance level of 0.05. The study's findings revealed that the combined influence of principals' supervisory techniques and teachers' workload did not yield statistically significant effects on students' academic achievement in English Language (Adj.R = 0.017, F = 0.402, p = 0.671). Additionally, the investigation into the relative influence of principals' supervisory techniques ( $\beta = 0.045$ , p = 0.706) and teachers' workload ( $\beta = 0.097$ , p = 0.422) on academic achievement in English Language yielded no statistically significant results. In conclusion, this research emphasizes the limited impact of principals' supervisory techniques and teachers' workload when considered together on the academic achievement of senior secondary school students in English Language within the Oyo Central Senatorial District. To address this, it is recommended that measures be implemented to enhance school principals' capabilities through in-service training, seminars, and workshops, enabling them to better apply supervisory techniques. Additionally, English Language teachers should be allowed to focus exclusively on teaching, thereby creating an environment conducive to enhancing students' language proficiency.

**Keywords:** Supervisory Techniques, Teachers' Workload, Academic Achievement

**Word Count:** 283

## Table of Contents

<b>Content</b>	<b>Page</b>
Title	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	x
List of Figures	xii
<b>Chapter One: Introduction</b>	
1.1 Background to the Study	1
1.2 Statement of the Problem	9
1.3 Aim and Objectives of the Study	9
1.4 Research Questions	10
1.5 Hypotheses	11
1.6 Significance of the Study	11
1.7 Scope of the Study	13
1.8 Limitation of the Study	13
1.9 Operational Definition of Terms	14
<b>Endnote</b>	16

## **Chapter Two: Literature Review**

<b>2.1</b>	<b>Conceptual Review</b>	18
2.1.1	Concept of Academic Achievement	19
2.1.2	Factors Affecting Academic Achievement	21
2.1.3	Concept of Language	30
2.1.4	Concept of English Language	32
2.1.5	Concept of Teacher	40
2.1.6	Concept of Workload	44
2.1.7	Concept of Teachers' Workload	46
2.1.8	Concept of Secondary School in Nigeria	53
2.1.9	Concept of Principal	55
2.1.10	Concept of School Supervision	61
2.1.11	Concept of Supervisor	71
<b>2.2</b>	<b>Theoretical Framework</b>	73
2.2.1	Theory X and Theory Y	73
2.2.2	The Psychology Theory of Supervision	78
2.2.3	The System Theory	81
2.2.4	Theory of Educational Productivity	84
<b>2.3</b>	<b>Review of Empirical Studies</b>	87
2.3.1	Classroom Visitation and Academic Achievement	87
2.3.2	Team Teaching Practice and Academic Achievement	92
2.3.3	Class Size and Academic Achievement	94
2.3.4	Non-Teaching Assignment and Academic Achievement	97

<b>2.4</b>	<b>Conceptual Model</b>	100
<b>2.5</b>	<b>Summary of Gap in Literature Reviewed</b>	100
	<b>Endnotes</b>	102
<b>Chapter Three: Methodology</b>		
3.1	Research Design	113
3.2	Population of the Study	113
3.3	Sample and Sampling Techniques	114
3.4	Instruments for Data Collection	116
2.5	Validity of the Instruments	117
3.6	Reliability of the Instruments	117
3.7	Administration and Collection of the Instrument	118
3.8	Method of Data Analysis	118
	<b>Endnote</b>	119
<b>Chapter Four: Results and Discussion of Findings</b>		
4.1.1	Demographic Data Analysis	120
4.1.2	Presentation of Research Questions	124
4.1.3	Presentation of Test of Hypotheses	137
4.2	Discussion of Findings	141
	<b>Endnotes</b>	146
<b>Chapter Five: Conclusion</b>		
5.1	Summary of Findings	148
5.2	Conclusion	149
5.3	Recommendations	149
5.4	Contribution to Knowledge	150

5.5	Suggested Area for Further Studies	150
	<b>Bibliography</b>	152
	<b>Appendix 1</b>	169
	<b>Appendix 2</b>	177
	<b>Bio-data</b>	180
	<b>The University Compliance Certification</b>	182

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## List of Tables

<b>Table</b>	<b>Title</b>	<b>Page</b>
3.1	Summary of Population of S.S 2 Students in Oyo Central Senatorial District	114
3.2	Summary of Sample Frame	116
1.1	Frequencies Distribution and Percentages of Teachers by Gender	120
1.2	Frequencies Distribution and Percentages of Teachers by Age	121
1.3	Frequencies Distribution and Percentages of Teachers' Qualification	121
1.4	Frequencies Distribution and Percentages of Teachers' Working Experience	122
1.5	Frequencies Distribution and Percentages of Number of Students in a class	122
1.6	Frequencies Distribution and Percentages of Principals by Gender	123
1.7	Frequencies Distribution and Percentages of Principals by Age	123
4.8	Frequencies Distribution and Percentages of Principals' Work Experience as Principals	124
4.9	Frequency of Classroom Visitation as Supervisory Techniques used by Principals in Senior Secondary Schools in Oyo Central Senatorial District	125
4.10	Frequency of Team Teaching as Supervisory Technique used by Principals in Senior Secondary Schools in Oyo Central Senatorial District	128
4.11	Status of Class Size as a Teachers' Workload in Oyo Central Senatorial District	132
4.12	Status of Non-teaching Assignment as a Teachers' Workload in Oyo Central Senatorial District	134
4.13	Frequencies Distribution and Percentages of the Level of Students' Academic Achievement in English Language	136
4.14	Combined Influence of Principals' Supervisory Techniques (Classroom Visitation and Team Teaching Practices) and Teachers' Workload Indices (Class size and Non-teaching Assignment) on Academic Achievement in English Language among Senior Secondary School Students in Oyo Central Senatorial District, Oyo State.	138

4.15 Multiple Regression Analysis Showing Significant relative Influence of Principals' Supervisory Techniques and Teachers' Workload on Academic Achievement in English Language among Senior Secondary School Students in Oyo Central Senatorial District, Oyo State.

140

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## List of Figures

<b>Figure</b>	<b>Title</b>	<b>Page</b>
2.1	Conceptual Model for the Study	100
3.1	Usage of Supervisory Technique (Classroom Visitation and Team Teaching) by Principals in Senior Secondary Schools in Oyo Central Senatorial District	131

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## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

The English Language acquisition and proficiency have been re-occurring challenges for students in Nigeria over the Years, most especially at secondary level of education. Nigeria's educational system is characterized by failure among secondary school students in public examinations. This is confirmed by the large proportion of applicants who fail the West African Secondary School Certificate Education (WASSCE) and National Examination Council (NECO) every year which reflect the low percentage of candidates who fulfill higher institutions entrance requirements. This is a problem not only in Nigeria but a common problem in many educational settings where English Language is a foreign language and is expected to be used as the medium of instruction in the classroom. The situation is pitiful that stakeholders are left racking their brains as to why this level of education has continued to fail in matching the nation's expectation. Apart from the fact that widespread failure in public examination represents a waste of resources spent on secondary schools, it also casts doubts on the country's secondary education quality. It has been a story of mystery and national disgrace every time the results of students in the senior school certificate examination (SSCE) are released. Various captions in the dailies suggest that students failed SSCE in large number: WAEC explains why students failed SSCE in Large number; why many fail English, Mathematics Examinations. The Federal Government, through the Ministry of Education, has exacted some notable efforts at making sure that the subject is well taught and understood by the students, one of the efforts is making sure that English Language occupies the dominant hours in the curriculum of Nigeria, and also it is always the

first subject to be taught in almost all the government secondary schools, these efforts has yielded little dividend because large number of students still fail the subject, which made gaining admission into higher institution a hard nut to crack for the students. As a result of this abysmal academic achievement, quite a number of researchers have continued to dig into both the immediate and remote causes of the problem. Among many factors affecting students' academic achievement in English Language identified include parental factors, student attributes, teacher's effectiveness, environmental factors and school-related factors. Others have attributed the persistent poor achievement of students during examinations (WAEC and NECO) to the challenges some teachers of English Language are facing, especially not having deep knowledge and understanding of the subject. Some teachers have the habit of skipping certain topics just because they cannot teach them and thus making students lack understanding in such topics. This is where the importance of instructional supervision comes in, before, during and after the classroom teaching, while some researchers have blamed this national menace on the burden of ill-managed workload that teachers of English Language are bearing. Teachers of English Language, more than any other teachers in the school have the most of teaching periods to grapple with and apart from teaching activities, there are many non-teaching activities expected of them by the management to carry out. Thus, the reason for this work. A good balance between the principal's supervision of instruction and well managed teacher's workload must be understudied, the results of which can be applied in the efforts of the stakeholders to eradicate mass failure of the students in the students in both internal and external examinations.

Academic achievement encompasses students' ability and performance. It is an objective score of attainment after a specified instructional programme. Academic achievement determines the future goals and objectives of students such as: areas of specialization in institutions, choice of institutions, career opportunities, and many others<sup>5</sup>. The academic achievements of students determine the success or failure of any education institution. It is a crucial factor in educational system. It is considered as the center around which the whole education cycle revolves. Academic achievement is the knowledge gained, which is assessed by score and educational goals expected by students and teachers to be achieved over a particular academic period, either at the end of a term or academic year. These goals are measured through the use of continuous assessments, class activities, and assignment or examination results<sup>1</sup>. It has been argued that the academic achievement of students has a direct relationship and influence on the socio-economic development of a country. Student's academic achievement serves as bed rock for knowledge acquisition and the development of skills<sup>2</sup>. Basically, the topmost priority of all educational stakeholders is the academic achievement of students. However, when it comes to academic achievement, there are a lot of factors at play. A good teacher or a motivated student is only a small portion of what ultimately contributes to a student's academic achievement.

Poor academic achievement has been observed in school subjects especially in English Language among senior secondary school students. This academic failure is not frustrating to the students and the parents, its effects are equally devastating on the society in terms of dearth of manpower in all spheres of the economy and politics, this is so because education of senior secondary school level is supposed to be the bedrock and the foundation towards higher knowledge in tertiary institution<sup>3</sup>.

The supervisory techniques of educational administrators; that's principals in the Nigerian secondary school and teachers' workload work together to contribute to or detract student's academic achievement. Studies have globally, regionally and nationally demonstrated that principals do not get actively involved in supervisory practices. Supervisory techniques are procedures employed by principals to guide teachers on effective teaching and learning process. The techniques considered in this work include classroom visitation or observation and team teaching practice. Classroom visitation provides an opportunity for principals and teachers to come into face-to-face contact in actual teaching-learning situations. It may be formal or informal. Formal visitation usually involves procedural approach, better known as clinical supervision, while in informal visitation, principals will only look to see if students are playing on their phones, doing home work for another subject, talking about things unrelated to class, or have their heads down. However, both formal and informal visitations should enable the principals and teachers to evaluate the students' academic achievement<sup>4</sup>. Another important supervisory technique considering in the study is team teaching practice, team teaching practice is an arrangement in which two or more experienced teachers share the responsibility for a common group of students varying the size of the group of students and teaching procedures according to the objectives of the work at hand and the needs of the students. The method requires that the teachers should form a group who will plan or design the learning task together, prepare lessons, selecting instructional materials, conducting and evaluating learning activities for the class and lastly must be prepared to pool resources together to meet the needs and address possible areas of difficulties of the students. Team teaching, generally, comprise staff members who represent different areas of subject expertise but who share the same group of students and a common

planning period to prepare for the teaching<sup>5</sup>. A study on instructional supervisory techniques and teachers' job performance in Zone C senatorial district, Benue State established that, there is a positive significant correlation between instructional supervisory techniques and teachers' job performance<sup>6</sup>. In that regard, there was a need for this study to explore the influence of principal's supervisory techniques on students' achievement in Oyo State context. Another stakeholder, other than the principal, is the teacher.

Teachers are the greatest contributors to the achievements and the adequate professional and career development of the students in the labour market<sup>7</sup>. Teachers have great importance and value for the future of the students and the society at large and they are the most vital component of the educational system. They are the real driving engines towards achieving all the lofty goals relating to education but are the most ill-treated, most neglected, most over-loaded with activities and most looked down upon of all cadres of civil servants and because of such poor disposition towards teachers; it is simply impossible to get the best from them and by extension, the zeal to achieving excellence remains a pipedream<sup>8</sup>. Nothing will change until all tiers of government realize the importance of putting teachers in the right pedestals as important stakeholders in the quest for excellence in the education sector. In the recent past, one of the contemporary issues teachers in Nigeria are grappling with is heavy workload. Workload has been described as tasks performed in the working environment exceeding personal capabilities and resulting in threats, and the reactions of nervousness, anxiety, frustration, pressing or annoyance. Reactions such as nervousness, anxiety, frustration, pressing, annoyance and lots more would change the physical and mental conditions of a normal person as well as the behaviour in carrying out the assigned tasks in an organization<sup>9</sup>. It is considered as role overload or personal work extended from single

item to multiple duties, and the risk of overload resulted in emotional exhaustion of employees, delaying work, low term spirit and not obeying rules.

In other words, teachers' workload is the totality of academic teaching work and non-teaching assignments committed to a teacher for the attainment of the overall educational objectives in the school. This is in terms of lesson preparation, test and assignment, examination, house mastering and any other routine work that may be assigned to a teaching staff by the principal<sup>10</sup>. A teacher, therefore, can be overloaded, that is, much task in terms of class size, and non-teaching assignments or under-loaded with work, that is less teaching unit assigned. The management of workload in school is an important aspect that can make or mar the goals of education; this is because where these tasks or duties are not co-ordinated efficiently, expected result will be far from realisation. Class size is the number of students who attend a school; for example, a student-teacher ratio of 40:1 indicates that there are 40 students for every one teacher. It is also an educational tool that can be used to describe the average number of students per class in a school or simply means number of students per class; consequently, it affects classroom management, classroom instruction and the classroom discipline<sup>11, 12</sup>. Class size can either be large or small. Smaller class size creates greater advantage for students, especially academic achievement in English Language, in general, smaller class are associated with increased students' academic achievement, usually measured by standardized tests, while on the other hand, large class size, which has been one of the major problems in the educational sector that developing nations have been grappling with, appears to be major challenge to the teachers, school management and other stakeholders. The reality on the ground is that the students' population far outweighs the facilities, infrastructure and teaching staff<sup>12, 13</sup>. It has influence on students' feelings and

achievement on administration quality and school budgets. Generally, relationship between class size and academic achievement has been perplexing one for educators, discussing factors affecting students' academic achievement will require a research to look into the concept of poor academic achievement.

Another vital concept when considering teachers' workload is the concept of non-teaching assignment, a teacher performs a direct and crucial role in the life of a student. His purpose is to create confidence in the student and produce intelligent students who show good results in examination. However, findings from the literature have established the fact that most teachers, especially English Language teachers are engaged in non-teaching activities such as record keeping, extracurricular activities, attending staff meetings, committee works, assessing and grading students, lesson planning activities, marking of assignment, tests and examinations<sup>10</sup>. Teachers' workload includes teaching subjects, administrative activities. The maximum teaching load is thirty periods per week while minimum is twenty-two periods per week, while others may have more than maximum particularly, English language teachers, however, this policy is not strictly adhered to<sup>14</sup>. Some teachers may be allocated less than the maximum, this affects students, academic achievement<sup>9</sup>.

Teachers of English language, in addition to classroom teaching have several other duties and responsibilities to execute in school; they manage curricular activities; act as heads of departments and also act as class teachers. The problem of lack of adequate time exists for them in many aspects of their works as it affects their ability to complete tasks<sup>15</sup> which in the long run has adverse effect on students' academic achievement. Moreover, the comparative analysis of candidates with 5 credits and above including English language in

May/June Senior Secondary School Examination in WAEC from 2016 to 2021 shows that in the last six years, the percentage of passes in English language has been fluctuating and has not gone beyond roof limit 65 per cent<sup>16</sup>. Students' achievement in the West African Examination Council has kept on fluctuating; prompting concern in civil society and government about what might be responsible for this and how to address it<sup>17</sup>.

For instance, in 2016, a total number of 1,552,758 candidates wrote the examination; only 878,040 made credit and above in English language positing 52.97%<sup>18</sup>. In 2017, 1,471,151 candidates sat the examination, 923,486 candidates, representing 59.22% obtained minimum of number of credits in 5 subjects and above including English Language<sup>19</sup>. Also, the West African Examination Council result statistics reflected that a total of 65,340 candidates sat for the examination in 2018, 858,396 candidates (54.59%) obtained credits and above in 5 subjects including English Language<sup>20</sup>. In 2019, 1,590,173 candidates sat for the examination out of which 1,020,519 made credits and above including English Language, representing 64.18 percent<sup>21</sup>. Also, in 2020, 1,003,668 candidates representing 65.24% of the 1,538,445 that wrote the examination, obtained credits in a minimum of 5 subjects including English Language. From the above information, the researcher is of the opinion that among all other factors that might be responsible for low academic achievement of students from 2016 – 2021 in WAEC results in English Language; may be principal's supervisory techniques and teachers' workload are the major determining factors among others. Therefore, this study investigated principals' supervisory techniques and teachers' workload and senior secondary school students' academic achievement in English Language in Oyo Senatorial District, Oyo State, Nigeria.

## **1.2 Statement of the Problem**

The persistent problem of low academic achievement of students in English language at the senior secondary school remains worrisome to stakeholders in the state and Nigeria in general. The problem seems to indicate that both instructional supervision is not regularly performed by the principals in order to provide professional guidance and assistance to teachers to enable them improve on their instructional delivery, and the cumbersome nature of official hours on other administrative duties to the detriment of thoroughly class teaching. It has been observed that previous studies have centered attention mainly on investigating the relationship between individual or single principal's supervisory techniques, single teachers' workload variables and students' academic achievement in English language. Evidently, further studies are required to investigate the combined contribution of classroom visitation, team – teaching practice, class size, and non-teaching assignments towards students' academic achievement at the senior secondary school level. In addition the workload of the teacher is too heavy. This study, therefore, investigated principals' supervisory techniques and teachers' workload as determinants of senior secondary school students' academic achievement in English Language, Oyo Central Senatorial District.

## **1.3 Aim and Objectives of the Study**

The aim of this study was to investigate principals' supervisory techniques, teachers' workload and senior secondary school students' academic achievement in English Language in Oyo Central Senatorial District, Oyo State.

The specific objectives are to:

- i. examine the more used supervisory techniques (classroom visitation, and team teaching practice) among senior secondary school principals in Oyo Central Senatorial District;

- ii. identify the status of workload among senior secondary school teachers in Oyo Central Senatorial District;Oyo State
- iii. identify the level of academic achievement in English Language among senior secondary school students in Oyo Central Senatorial District, Oyo State
- iv. determine the relative influence of principals' supervisory techniques (classroom visitation, and team teaching practices) and teachers workload (class size, and non-teaching assignment) on senior secondary school students' academic achievement in English Language among Senior Secondary School Students in Oyo Central Senatorial District; and
- v. ascertain the combined influence of principals' supervisory techniques (classroom visitation, and team teaching practice) and teachers' workload (class size, and non-teaching assignments) on senior secondary school students' academic achievement in English Language among senior secondary school students in Oyo Central Senatorial district.

#### **1.4 Research Questions**

The following research questions will be answered:

1. What is the most adopted supervisory technique by Principals in senior secondary schools in Oyo Central Senatorial District?
2. What is the status of English Language teachers' workload (Class size and Non-teaching assignment) in Oyo Central Senatorial District?
3. What is the level of academic achievement in English Language among Senior Secondary Students in Oyo Central Senatorial district?

## 1.5 Hypotheses

The study tested the following hypotheses:

H<sub>01</sub>: There will be no significant relative influence of principals' supervisory techniques (classroom visitation, and team teaching practices) and teachers' workload, indices (class size, and non-teaching assignment) on senior secondary school students' academic achievement in English Language in Oyo Central Senatorial District.

H<sub>02</sub>: There will be no combine influence of principals' supervisory techniques (classroom visitation, and team teaching practice) and teachers' workload (class size, and non-teaching assignment) on senior secondary school students' academic achievement on English Language in Oyo Central Senatorial District.

## 1.6 Significance of the Study

The findings of this study would be significant to stakeholders in education: the students, the teachers, principals, the parents the government, educational planner, administrators, policy makers and publishers.

The students would benefit as there would be a positive effect to the teachers job performance through correct usage of instructional supervisory strategies by the principals. The findings from this study would help teachers to improve their classroom instruction and enhance their professional growth and development. They would also get to know the instructional role of their principals and adjust their role accordingly. The findings from the study would also provide crucial information for principals in the teachers' workload in secondary schools for improvement of school administration. Principals would be encouraged to improve their instructional skills. They would be helped to formulate

supervisory policies which could be beneficial to the Ministry of Education thus improving the education programme.

Parents have been considered as one of the stakeholders of school community, their involvement in their child's learning not only improves their children's morale, attitude, better behaviours, social adjustment but it also promotes their academic achievement. Therefore, the findings of this study would create awareness for parents on the importance of their involvement in the education of their children; in terms of school visitation, purchase of relevant recommended textbooks by the government and assisting their children at home. The study would be of benefit to the community as major stakeholders through the students' improved academic achievement.

The findings would assist educational planners and curriculum developers in quality assurance and provision of a functional curriculum respectively which would in turn enhance educational quality in learning institutions. The educational planners can also have more benefits from the findings and hence can make improvements towards teacher supervision. The study would also benefit Teachers Service Commission (TESCOM) in pointing out the existing challenges principals face when carrying out instructional supervision and evaluating teachers based on their performance. The study's findings would give an insight into the role of the principals as instructional supervisors and its contribution towards solving the possible effect of teachers' workload. It would create a way for other interested researchers to carry out more investigation in other parts of the country.

This study would be useful to the government as it would make the government understand that there is symbiotic relationship between principals supervisory techniques, teachers workload and students academic achievement, this would make the government

provide opportunities for principals to attend conferences, workshops, seminars and colloquiums on supervisory techniques both nationally and internationally, as these would avail them of mastering various supervisory techniques and also the effective management of non-teaching duties in the school and also focus on the education of teachers and their adequate remuneration.

Finally, study findings would also add to the existing literature relating to principals supervisory techniques and teachers workload and how they can enhance students academic achievement.

### **1.7 Scope of the Study**

The scope of this study was delimited to Principals' Supervisory Techniques, Teachers' Workload and senior secondary school students' academic achievement in English Language. The study was conducted in Oyo state, Nigeria. Oyo State is the fifth most populous Nigerian state by population. It covers approximately an area of 28,454 square kilometers and is ranked 14th by size. The people were predominantly Yorubas. It has 33 Local Government Area. The study was delimited to public senior secondary school in Oyo Central Senatorial district which comprises of eleven Local Government areas of Afijio, Akinyele, Egbeda, Ogo-Oluwa, Surulere, Lagelu, Oluyole, Ona-Ara, Oyo East, Oyo West and Atiba.

### **1.8 Limitation of the Study**

The study deals with the relationship between principal's supervisory techniques, teachers' workload and students' academic achievement in the English Language. The study focused on senior secondary school students' academic achievement of SS 2 in the English

Language. The study determined the principals' supervisory techniques and teachers' workload on English Language achievement test's result of SS 2 students in selected public secondary schools. The study was delimited to senior secondary schools in Oyo Central Senatorial District, Oyo State, Nigeria.

Students were not willing to complete the questionnaire and answer English Language achievement test given to them reason being that previous researches have been carried out and yet have not yielded much positive impact on educational system. Also, both teachers and principals exhibited cold attitude towards filling the questionnaire, this was due to, firstly, to the seemingly sensitive nature of the study and secondly, because of their busy schedule.

Lastly, based on time constraint the study was limited to English Language students in public secondary schools in Oyo Central Senatorial District.

### **1.9 Operational Definitions of Terms**

The following terms were operationalized in order to remove ambiguity and vague meaning:

**Academic Achievement:** These were scores obtained from English Language test given to the students in selected schools in this study.

**Principals' Supervisory Techniques:** This is the technique that the principal uses on the teachers such as classroom visitation and as well as team teaching practice.

**Classroom visitation:** This refers to supervisory technique in which the principals visit the classroom and observe the teaching of the teachers. In this study, delivery of instruction taking account of their mastery of the subject matter, application of teaching strategies and aids will be put into consideration.

**Team Teaching Practice:** This refers to practice involving a group of instructors/teachers working cooperatively to help students learn.

**Teachers' Workload:** This is the activities in which the teacher carries out his/her teaching assignment as well as non-teaching assignment.

**Class-size:** It is the number of student attending a class. . It could be large class size and small class size

**Non-teaching Assignments:** These are administrative duties delegated to teachers by the principal outside the teaching assignment of the teachers.

**Teachers:** These are NCE, BA, BEd, BSc, MEd, M.A and PhD graduates that specialize in English Language as a teaching subject in Oyo Central Senatorial District.

**Students:** These are SS2 students in all the selected public secondary schools in Oyo Central Senatorial District.

**Oyo Central Senatorial District:** It comprises eleven local government areas used in Oyo Central Senatorial district in Oyo State.

**Smaller Class:** This refers to 20-40 Students in a class.

**Larger Class:** This refers to 41 Students and above in a class.

## Endnotes

<sup>1</sup>M. Ozcan: *Factors Affecting Students' Academic According to the Teachers' Opinion*, **Education Reform Journal**, Vol 6(1), 2021, 1 – 18.

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## Chapter Two

## **Literature Review**

This chapter presents review of related literature. It is arranged in the following sub-titles: Conceptual review, Theoretical framework, Empirical review, Conceptual framework and Summary of reviewed literatures.

### **2.1 Conceptual Review**

2.1.1 Concept of Academic Achievement

2.1.2 Factors Affecting Academic Achievement

2.1.3 Concept of Language

2.1.4 Concept of English Language

2.1.5 Concept of Teacher

2.1.6 Concept of Workload

2.1.7 Concept of Teachers' Workload

2.1.8 Concept of Secondary School in Nigeria

2.1.9 Concept of Principal

2.1.10 Concept of School Supervision

2.1.11 Concept of Supervisor

### **2.2 Theoretical Framework**

2.2.1 Theory X and Theory Y

2.2.2 The Psychology Theory of Supervision

2.2.3 The System Theory

2.2.4 Theory of Educational Productivity

### **2.3 Review of Empirical Studies**

- 2.3.1 Classroom Visitation and Academic Achievement
- 2.3.2 Team Teaching Practice and Academic Achievement
- 2.3.3 Class Size and Academic Achievement
- 2.3.4 Committee and Academic Achievement
- 2.4 **Conceptual Model**
- 2.5 **Summary of Literature**

#### **2.1.1 Concept of Academic Achievement**

Academic achievement of students is a key in education. It is considered to be the center around which the whole education system revolves. Also, in the same vein, it is believed that academic achievement of students determines the success or failure of any academic institution. It has a direct impact on the socio-economic development of a country<sup>1</sup>. It is a fact that the student's academic achievement, which is one of the most basic and indispensable aims of educational institutions, is also an expectation of society. Therefore, when education systems are setting their goals and objectives, they take academic achievement into consideration alongside a number of competences. Achievement is progress made towards attaining one's goals<sup>2</sup>. In other words, achievement can be expressed as progress made towards attaining the goals determined by individuals or institutions. In terms of the student, achievement means reaching the objectives framed in the curriculum. In educational institutions, however, the aim of this achievement is to improve and advance academically. Academic achievement is the knowledge, skills, success and development instilled in students by the teacher in schools<sup>2</sup>. Academic achievement involves the student's changes in behaviour in all curriculum domains other than behaviours in the psychomotor and affective domains. In order to enable academic achievement, it is expected that students will

successfully carry out the tasks given to them, display a perfectionist approach, show resistance in the face of obstacles and develop strategies for overcoming difficulties that they face<sup>2</sup>. Invariably, one can say that academic achievement provides bedrock for knowledge acquisition and the development of skills. Additionally, it would suffice to say that the topmost priority of all educators is academic achievement of students. It is the knowledge gained which is assessed by marks by a teacher or educational goals set by students and teachers to be achieved over a specific period of time<sup>1</sup>. These goals are measured by using continuous assessment or examinations results. It enables students and parents to know the current academic state of the students. Academic achievement is a measurable and observable behavior of a student within specific period<sup>1</sup>. It consists of scores obtained by a student in an assessment such as class exercise, mock examination and end of the term examination.

Academic achievement plays a key role in future success of students. Taking admission into University programmes, access to job market, financial aid and employment depend mostly on score of students in examination. Moreover, best quality students become great leaders and manpower for the nation, thus leads the country's economic and social development<sup>3</sup>. Even Higher Institutions are depending upon the potential academic skills, knowledge and achievement of secondary school graduates for admission into various disciplines of their institutions for further studies. Hence, stakeholders in educational system consider academic achievement at this level an important goal to produce the best quality candidates for higher institutions<sup>4</sup>. It is considered to be the foundation of a successful educational system in the society. It is the outcome of education which reveals the extent to which students, teachers or institutions have achieved their educational goals. In the same

vein, academic achievement has been seen as the level or extent to which the goals of education or a particular curriculum has been achieved among learners<sup>5</sup>. Teachers are, however, considered a very essential factor when talking about students' academic achievement as it is believed that academic achievement of the learner depends on the ability of the teachers to teach effectively and educate learners from their reservoir of knowledge. As a result of the teachers' efforts in teaching them, the learners attain various levels of academic achievements, via their own ability to demonstrate their competence by writing examinations or tests after a period of being exposed to contents<sup>5</sup>. Teachers have responsibility to gather information to determine what subject content to teach, develop curriculum, determine strategies and methods of teaching, impart knowledge, evaluate teaching and learning and finally provide feedback. Incidentally, teachers can only teach "what" they know in the way they know "how" to teach. Thus, the significance of having high quality teachers in the teaching – learning relationship cannot be over-emphasized<sup>6</sup>.

Additionally, academic achievement can be seen as the ability to the learner to study and remember facts and being able to communicate his or her knowledge verbally or on paper. In other words; it refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. There are quite a number of factors that determine the level and quality of students' academic achievement, this will lead this literature reviews to the next sub-heading.

### **2.1.2 Factors Affecting Students' Academic Achievement.**

Many factors influence the educational outcome of students. Some of these have been studied by researchers both at global and national level with many emphasizing gender, age, family monthly income, study hours, stimulant use during the study. English language

proficiency, teacher satisfaction, mother education and father education of the student, family income, size of family, motivation of parents, involvement in co-curricular activities, regularity of teacher and interest in subject,, socio-economic, psychological and environmental factor<sup>7</sup>.

At national level, several studies have been conducted in different states in Nigeria to assess the factors which contribute to academic achievement of students at secondary school level. In South West, a study concluded that students' factors, parental background, school factors and teachers' factors have serious influence on students' academic achievement <sup>8</sup>. The result of another study conducted in Lagos State found that there is a moderate significant relationship between schooling experience and senior secondary school students' academic achievement. Based on the findings, the study recommended that schooling experience of the Senior Secondary School Students in terms of punctuality and attendance should be improved so as to have a very high academic achievement <sup>9</sup>. Additionally, a study carried out also in Lagos State established the fact that among many others, that school facilities such as library, school building, ICT and laboratory have influence on the academic achievement of secondary school students <sup>10</sup>. A study conducted in Ekiti State to investigate the influence of school location on students' academic achievement in Junior Secondary School Basic Science findings revealed that there was statistical significant difference in the achievement mean scores of students in urban and rural school located areas <sup>11</sup>.

It was believed; also that secondary educational system in Nigeria has been experiencing serious backwardness because of poor teachers' quality which consequently leads to low students' academic achievement. In order to prove the assertion, a study was carried out aimed at investigating the relationship between teachers' quality and students'

academic achievement in Yewa South Local Government Area of Ogun State. The findings showed that teachers' quality especially years of teaching experience strongly influenced students' academic achievement<sup>12</sup>.

Academic achievement of student is influenced by a combination of factors which includes but not limited to: Parents' level of education, socio-economic status, interest in a subject, gender, regular studying, punctuality in class, self-motivation, availability of teaching and learning materials, and competency of teachers, school environment, personal goals and personality traits. These factors could be classified into student, teacher, school and parents' factors<sup>1</sup>.

It is evident that students play a critical role towards their academic achievement. Student related factors that contribute to academic achievement of students include insufficient effort, lack of self-motivation, learning preference, previous and recent academic performance, students' academic attitude and previous school<sup>13</sup>. In addition, students' factors such as examination malpractice, poor studying habits, peer influence, absenteeism, lack of self confidence, drugs, alcohol, crime, psychiatric, severe family problems, students' indiscipline, students' personal goals as well as personality traits affect their academic achievement<sup>1</sup>.

All the afore-mentioned factors are classified into internal and social factors<sup>14</sup>. The internal factors that influence students' academic achievement includes interest in content of a subject, internal satisfaction and aspiration, while the social factors includes social prestige and material rewards.

The literatures reviewed indicated that students' factors which influence their academic achievement is a combination of several indicators. However, from this review, it

was found that interest in a subject, regular studying, class attendance, self-motivation and attitude of students towards learning are the key factors which affect their academic performance. This implies that if a student exhibit positive attitude towards these factors his or her academic achievement will improve all other things being equal.

Low achievement or failure of senior secondary school students in class is also influenced by teacher related factors. Commenting on the teachers related factors affecting students' academic achievement among secondary school students, various researchers allude to poor student-teacher relationship, poorly coordinated supervisory activities, lack of commitment and poor attitudes by teachers, poor grounding in the subject area, poor teaching methods, immoral, unethical behaviours, victimization and sexual harassment of female students<sup>13</sup>. Additionally, a study carried out in Kenya on teacher factors influencing academic achievement found that teachers experience, age, gender and professional qualification had no statistical significant relationship with academic achievement of students. However, it was noticed that achievement targets completion of syllabus, paying attention to weak students, assignments, student evaluation and the teaching workload of a teacher had significant relationship with students' academic achievement<sup>1</sup>. Moreover, in another study, it was found that combination of teacher and student centered method have a positive effect on academic achievement. It was concluded that student centered is more effective than teacher approach<sup>1</sup>. So also teacher experience and professional training have significant influence.

In the same vein, another study concluded that teacher – student ratio, teacher's experience and qualification has a significant impact on academic achievement. It was emphasized that the level of teacher's experience has significant impact on academic achievement in English Language and Mathematics<sup>1</sup>. The disposition was that schools with

teachers with more than 10 years' experience perform better than school with teachers with less than 10 years' experience. From the foregoing, teacher factors that significantly affects students' academic achievement as reviewed above include: Teachers' teaching experience, completing of syllabus, paying attention to weak students, assignments, students' evaluation, teachers effectiveness, teacher and student centered method of teaching, professional training, teacher to student ratio and qualification of teachers. It was also noticed that teacher's age and gender have no effect on students' academic achievement.

A home is a place where students live with their parents or guidance and it is the place where they are groomed. Home is the first institution of a child that has significant relationships with students' overall life<sup>15</sup>. It is a place where the child begins to learn the norms and values of the society in which they find themselves. The family is a social unit in any society and it is the source of early stimulation and experience in children. The home influences the students at the most possible time of his life at a time when his mind is most receptive. It provides the first impression which may last through the whole of the child's life. The child often sees the parents, siblings and things in their immediate environment to be most significant and they are capable of promoting or diminishing him in self-worth and academic achievement<sup>16</sup>. The parents or guidance of these children are responsible for providing the right home environment that will facilitate effective learning for their wards and some factors that influence their academic achievement include: parental educational background, parental economic status, parent marital status, and parental home location. Another important factor is parental involvement. It is motivated parental attitudes and behavior intended to influence children's educational well-being. Recent studies have found that parents' involvement has a positive impact on the academic achievement of their wards<sup>1</sup>.

Researchers has reported that parent-child interactions, specifically stimulating and responsive parenting practices are important influences on a child's academic development. Positive association between parental involvement in education and academic achievement improves learner's self-esteem and their academic achievement <sup>17</sup>.

Parental involvement is an investment that is intended to improve the learner's learning as such can take place in or outside the school. Many parents today are quite involved often volunteering to help in their children's classroom activities, communicating well with their children's teachers, assisting with their children's classroom activities, communicating well with their children's teachers, assisting with their homework and understanding their individual academic strengths and weaknesses <sup>18</sup>. Unfortunately, there are many parents who are not directly involved with their children's education. Furthermore, level of parents' education plays a very important role in the academic achievement of their children. Parents with higher level of education show much interest in the academic achievement of their children<sup>18</sup>. Parents' level of education refers to scholastic attainment of mother and father in schools which could play an important role in determining a child's intellectual achievement. It is believed that parents' educational level may be the main source of influence that determines a child's academic achievement. Studies by scholars have indicated that parents with higher educational level could motivate the intellectual potential within their children that may lead them to perform better in school and in return further their education <sup>19</sup>. Without mincing words, home environment or the socio-economic background of the child has great influence on academic achievement of children in schools, being the primary platform on which learning not only begins but nurtured, encouraged and developed which later transforms to the academic achievement of the students <sup>20</sup>.

School related factors are factors within the school which influence academic achievement. Among many indices that school factors comprised are class size (large and small class size), lesson delivery, class size, social dynamics in a school, school administration, principal's supervisory practices, school location, school environment, student teachers ratio, physical, human and financial resources school management committees, physical facilities, human resources in form of teachers and support staff which are required based on availability of financial resources in schools. This makes financial resource to be a key resource in education provision <sup>21</sup>.

Of utmost importance to this study is class size, broadly, two types of class sizes have been identified in the literature over the years; these are large and small class sizes. In examining the negative effects of class size, findings indicated that large or small class size has an impact on students' academic achievement and students do not perform well in large classes as it caused resources to be inadequate, lowers students' academic achievement and ineffective classroom instruction<sup>22</sup>. In a small class size, it's more difficult for students to hide and get left behind. Having fewer students means that each one can get the attention they need from their teacher. They are also encouraged to take part in discussions and driven to express their opinions. Research has shown that high school students in small classes have higher grades and perform better on their university entrance exams<sup>23</sup>. Learning is enhanced, not only do students learn more in small classes, but they also learn faster. And this means that the class progresses through the course material more quickly. Their learning is enhanced by the confidence that students develop. They are encouraged to share their opinions, ask and answer questions, which also benefits their peers. In small class size, teachers can teach effectively, teachers at the front of a small class have more opportunities

to observe and assess the class as a whole and the students as individuals. Learning is further enhanced when teachers and students can interact spontaneously in the classroom. With fewer students per class, individuals can connect more closely with their peers and become more confident and comfortable when it comes to sharing their ideas and perspectives. These connections lead to lasting friendships. At an international school, students will respect and connect with peers who are from different cultures and countries – a skill that is very important in the globalized 21st century. Small groups mean fewer voices, which mean the students have more chances to speak up in their class. They can apply the knowledge they have acquired as they participate in discussions. In learning environments with a limited number of students, teachers can spend more time teaching the material and less time trying to regain the attention of those who are easily distracted. Teachers can also cater to students' different learning styles and ensure that they stay engaged and understand what is being taught. Teachers have more time to individualize their feedback, ensuring that each student understands the material, can get the help they need and can reach his or her potential. Also, in a small class ideas are shared, with fewer students in a class, there is more time for them to share their own ideas, express their opinions and describe their perspectives. They can really dive into where these ideas come from and enrich their knowledge, which means even shy students have the chance to embrace their ideas and share them with the peers. On the opposite is large class size, it is one of the problems in the educational sector that developing nations have been grappling with. The size of large class in any institution appears to be major challenges to the teachers, institution management and other stakeholders<sup>24</sup>. Large class sizes result in less time being utilized for instruction due to more instances of students' misbehavior and off-task behaviour. A lack of adequate physical space with which to control

students' behaviour and to implement non-traditional instructional strategies is also a problem in large classes. Large classes are often cited as being harder for the teachers to maintain student discipline, resulting in the focus of the classroom environment being more on student behaviour than on students' academic achievement<sup>25</sup>. Summarily, large class size directly affects classroom instruction due to the fact that teachers will utilize class time for management tasks rather than for instruction. Also, large class size directly affects classroom instruction through the interactions of the teachers with the students.

In addition, when considering students' academic achievement, environmental factors cannot be over-emphasized. Environment is the sum total of all surroundings of living organism including natural forces and other living things, which provide conditions for development and growth. They are factors that affect students from performing optimally in their academics within the students' environment. In a broader perspective, learning environment does not only depict natural forces and living things, but rather, it refers to the social, psychological and pedagogical contexts in which learning occurred that affect the students' attitude and the achievement<sup>26, 27</sup>.

There is no doubt that the environment plays a major role in any individual's life whether they are students or teachers. The learning environment that significantly affect students' learning outcomes are open space and noise in classrooms, inadequate light, unsatisfactory temperature, overcrowded classes, improper classroom layout and misplaced boards<sup>28</sup>. All these constitute factors and confounding variables that disrupt students in class. Researchers have suggested that in designing educational settings, the school management must take environmental factors into account<sup>28</sup>. In Nigeria, so many of these environmental factors are immediately present most especially in public secondary schools, they influence

the academic achievement of students as they are evident in the development of poor reading habit by a number of public secondary school students<sup>26</sup>. The environment of the most students is not conducive for studying, thus the failure of the students to perform optimally in their academics. It is in the light that made some parents to prefer private schools where boarding facilities, proper discipline and better reading habits are inculcated with less regards to the huge financial burden incurred.

### **2.1.3 Concept of Language**

Language is a human thing. It is one of God's greatest endowments on man. It is a system of conventional, spoken or written symbols by means of which human beings, as a member of a social group and participants in its culture, communicate<sup>29</sup>. The central role language plays in human existence is most noticeable in educational enterprise. Classroom interactions and activities would be impossible without language<sup>30</sup>. The English language is one of the most popular and widely used languages of the world. Another scholar stated that foreign languages such as English have always bridged the communication gap among bodies technologically, politically, culturally, socially, economically among others. In Nigeria, apart from the fact that English is the official language used for the purposes of government and administration, it is also that of communication and education at all levels. At the secondary school level, it is studied as a compulsory and core subject. It is also the medium of instruction in all school subjects. Consequently, a student who does not have a proper grasp of both, written and spoken English will experience difficulties in the course of his professional development. English Language has different aspects which are

comprehension, summary, essay or letter writing, grammar and oral English. Teacher's task in public secondary schools is to teach all the aspects outlined to a stream<sup>31</sup>.

Language skills are considered as a factor that shares a relationship with academic achievement, which is the yardstick in measuring quality of education. These skills are defined as cognitive skills combining knowledge and understanding with practice in language use, generally consisting of listening, speaking, reading and writing. This implies that for any student to perform well in academics, such student should have good combination of the knowledge and understanding of the instructional and learning language of the school in the areas of speaking, reading, listening and writing<sup>32</sup>. As much as the importance of language cannot be overemphasized, it is organized using four cueing systems; which together make oral and written communication possible. These four language systems are: the phonological or sound system of language, the syntactical or structural system of language, the semantic or meaning system of language, and the pragmatic or special and cultural use system of language<sup>33</sup>. Additionally, language can be organized in terms of speaking, reading, writing, spelling, handwriting and listening. The latter is more suitable for the purpose of this study and therefore is adopted for this investigation. English Language skills study is concentrated on the following aspects of English language: reading comprehension, writing and speaking skills.

#### **2.1.4 Concept of English Language**

English is the second most spoken language in the world after the Chinese language. It is spoken by 372 million native and about a billion non-native speakers. Approximately 64% of native English speakers are in the United States, 16.6% in the United Kingdom, 5.3% in Canada, 4.7% in Australia, 1.3% in South Africa, 1.3% in Ireland, 1.3% in New Zealand, and the remaining 5.5% are spread across the world. There are about 6.5 million native English speakers and 700 million non-native English speakers in Africa<sup>34</sup>.

The term “English” is derived from ‘Anglisc’, the speech of the Angles—one of the three Germanic tribes that invaded England during the fifth century<sup>35</sup>. The English language is the primary language of several countries, including Australia, Canada, New Zealand, the United Kingdom and many of its former colonies as well as the United States; it is the second language of a number of multilingual countries, including India, Singapore and the Philippines. There are about two dozen African countries where English is spoken as official language. Most of these countries where English is spoken are former British colonies except for Rwanda and Eritrea that were colonized by Belgium and Italy respectively. Sierra Leone and Liberia are the only countries in Africa where English is spoken as the primary language. English is the primary language of Nigeria and Ghana, but the language is spoken as a lingua franca in both states<sup>34</sup>.

English is a vehicle of thought and lack of command over it is bound to make thoughts inexpressible. Only those who can understand any language can express themselves in that language<sup>36</sup>. The use of English in Nigeria is well enriched. It is a prerequisite for employment in the public and private sectors. English is the language of science and technology; its importance can never be denied nor ignored. The recent revolution in the field of information technology is almost entirely based on English. Therefore, to remain in step

with the expanding frontier of human knowledge, the use of English in Nigeria needs to be actively sponsored by the educated and patronized by the policymakers. English has been one of the compulsory school subjects in Nigeria. This subject has also been considered as one of the difficult school subjects in Nigeria<sup>37, 38</sup>. For many Nigerians, to be educated means to know how to write, read, and speak English fluently. As the need to communicate in English increases, teaching English as a second language and testing of English has become more important, and more so English language proficiency for nonnative speakers is a key factor in academic success. This explains why in Nigeria both academic and extracurricular activities are conducted in English. Many students make a conscious effort to speak English without a Nigerian accent. In some Private and Federal Schools, it is a punishable offense to speak another language within the school premises during school hours. Despite all of these requirements, the West African Examination Council (WAEC) has not gone beyond the ceiling level of 65% passing scores in over a decade in the WASSCE<sup>39, 40</sup>. Student performance in the WASSCE has ranged between 39% and 65% passing every year. Stakeholders in education have attributed this trend to students' limited proficiency in English which is the overall result of a myriad of problems such as non-availability of qualified and competent teachers, inadequate provision of quality instructional materials and a conducive environment<sup>41</sup>. In Nigeria, English is so central to Nigeria's educational growth due to its significant role as a medium of knowledge delivery in Nigerian schools. English is the language of instruction in schools, particularly the upper level of primary school, secondary school and beyond. No career choice identified by students to be studied in the university level goes without the possession of, at least, a credit grade in the Senior Secondary School Certificate Examination (SSCE). English language is compulsory and a pre-requisite for

admission into Nigerian universities. This is why the Use of English Language is compulsory in the Unified Tertiary Matriculations Examination (UTME) for all candidates seeking admission into tertiary institutions. Apart from the English Language functions as a vehicle of interaction and the instrument of communication, it is the dominant language of international business and economic development, and that dominance continues to grow with the continued globalization of businesses through mergers and international investments<sup>42</sup>. Despite the importance of English language in our daily lives, it is very disappointing to observe that students' academic achievement in the subject at the senior secondary school level of education has not been satisfactory. Apparently, there is a poor academic achievement among secondary school students in English language. The analysis of SSCE results from 2016-2021 confirmed the significantly poor level of students' academic achievement in English language<sup>43, 44</sup>. The discouraging academic achievement in English language, according to researchers is traceable to a number of factors such as lack of qualified English language teachers, lack of resources for language teaching, inadequate knowledge of current trends in the teaching and learning of a second language, inconsistencies in the language policy provision on education, attitude and psychological problems on the part of the learners and unprofessionalism in handling the subject. These are just a few of the problems as space would permit. For us to achieve good success in English language education, lack of methodological competencies, large class size, and inadequate infrastructure and inadequate number of qualified teachers of English must be problems to deal with and eradicate to the barest minimum, the foregoing makes it important to examine the causes or problems of teaching and learning of English Language in Nigerian Secondary Schools.

## **Problems of Teaching and Learning English Language in Nigeria**

English Language is the official language in Nigeria. It is the language used in learning, administration and business. However, it remains a second language in Nigeria<sup>45</sup>. Learning a second language is never easy, especially if one is learning it outside of his or her native language. Nigeria is language diversified country with about 500 native languages<sup>46</sup>. English Language as to be learned and mastered<sup>47</sup>. The problems with learning English Language do not only have to do with speaking and writing.

These are the following problems:

1. **Accent and Placement of Stresses in Spoken English:** Many second language learners of the English Language in Nigeria have a problem with the use and placement of stress in English words. They cannot be blamed because the native English speakers who acquire the correct pronunciation and placement of accents have to learn it. English Language is melodious because of the rise and falls in tones, and most of the Nigerian languages are flat in tone. It takes extra cautiousness to achieve the proper accent and intonation of the English Language<sup>46</sup>.
2. **Lack of Learning Materials:** Learners of English Language needs more than just books to learn language. Audio devices can also help them improve on how to speak, pronounce words, and also know where and when to place stress and intonation<sup>46</sup>.
3. **Lack of Qualified Teachers of English Language:** Many English teachers are not good and competent enough in the use of English Language. When the teachers do not have a good command of language, the students are likewise bound to a wrong understanding of it<sup>46</sup>.

4. **Non- English Speaking Environment:** Although English Language is the official language in Nigeria, it is still not the most common language. It is used in formal settings like; schools, offices, banks, courts etc., but it's hard to figure out that English Language is not commonly used in markets places, homes ,social and religious gatherings, and within the neighborhood<sup>46</sup>.

### **The Methods of Language Teaching and Learning Strategies**

Different teaching methods are premised on or derived from the various language theories of teaching or learning processes enumerated earlier in this study. Each method has a different focus or priority in practical terms in the classroom<sup>45</sup>. Whatever method that is adopted, the very best language educators can often be identified by their commitment to creative and innovative classroom teaching strategies. They're constantly trying new language teaching methods to engage their students and experimenting with new teaching tools to improve learning outcomes. These language teachers understand that there's no quick fix that they can deploy to help students quickly become fluent in their target language<sup>48</sup>. Instead there are some common, evidence-based teaching approaches which can help make a difference. It's worth noting that none of these approaches should be considered "the best" since every classroom, educator and student is different.

#### **1. Communicative Language Teaching (CLT)**

This approach is probably now the most popular teaching model for English language teaching globally. In part, because it aims to put students in a variety of real-life situations, so that they can learn how to use their language skills to communicate in the real world. Educators therefore tend to focus on fluency of communication rather than accuracy and lessons are more hands-on than theoretical. Interactive and relevant classroom activities

characterize this approach along with the use of authentic source materials. Teachers are encouraged to provide the students with as much opportunity to give and receive meaningful communication as possible. The use of personal experience is also common in CLT classrooms<sup>45, 48</sup>.

## **2. Task-based Language Teaching (TBLT)**

The focus of TBLT teaching is solely on the completion of a detailed task which interests and engages the learners. Learners use the language skills that they already have to complete the task and work through three distinct phases - a pre-task, the task itself and post-task. Students might, for example, be asked to deliver a presentation about an important environmental issue. In order to complete it, they will need to read or listen to source material, conduct internet research, as well as writing and delivering the presentation itself. Research suggests that students in TBLT classes are empowered and motivated because they 'own' the language and can control the nature of the task response<sup>45, 48</sup>.

## **3. Content and Language Integrated Learning (CLIL)**

The CLIL approach principally involves studying one subject (for example, Biology, Science or History) and learning a language, such as English, at the same time — effectively integrating the two subjects. The language teaching is organized around the demands of the first subject rather than that of the target language. So it's critically important to make sure that the integration is clear and that students are engaged. Having said that, the CLIL approach does create significant opportunities for cross-curricular working; it opens up language learning to a wider context and can be used to re-engage previously demotivated students<sup>45, 48</sup>.

## **4. Cooperative Language Learning (CLL)**

Cooperative Language Learning or CLL forms part of a wider teaching approach known as Collaborative or Community Learning (CL). CLL seeks to make the maximum use of cooperative activities involving pairs and small groups of learners in the classroom. As such, it is a student-centered, rather than a teacher-centered, approach to language teaching. In the CLL classroom, all of the language learning activities are deliberately designed to maximize opportunities for social interactions. Students should accomplish tasks by interacting between themselves and talking or working together. The teacher's role is to act as a facilitator of and a participant in the learning tasks<sup>45, 48</sup>.

#### **5. The Direct Method**

In this language teaching approach, all teaching happens in the target language, forcing the learner to think and speak in that language. The learner does not use their native language in the classroom at all. As a result, students work out key grammar concepts by practicing the language and by building up their exposure to it. Standard classroom techniques for this approach include questions and answers, conversation, reading aloud, writing and student self-correction<sup>45, 48</sup>.

#### **6. Grammar-Translation**

This is a very traditional teaching approach which prioritizes translation from the students' mother tongue into the target language and vice versa. To succeed in this approach, students need to memorize long lists of vocabulary and detailed grammar formats and rules. The approach favours accuracy over fluency and tends to favour the development of reading and writing skills instead of speaking skills. The downside of this approach is that it does not prepare students with spontaneous communication skills. Classroom activities

therefore usually include grammar drills, vocabulary tests and encouraging students to incorporate new grammar concepts in standardized writing tasks<sup>45, 48</sup>.

### **7. Audiolingualism**

This way of teaching was developed in response to some of the problems associated with Grammar-Translation. As a result, classes are usually held in the target language as this approach deliberately seeks to prioritize speaking and listening skills. Activities typically involve students repeating the teacher's words (either face-to-face or through headphones in a language laboratory) until they get the pronunciations and rhythm right. Good work is rewarded by the educator and mistakes are quickly corrected<sup>45, 48</sup>.

### **8. Total Physical Response**

Total Physical Response or TPR is a way of language teaching in which the teacher presents language objects as instructions and the students have to do exactly what the teacher tells them. Students might therefore be asked to sit down, stand up, point to the clock or walk to the front of the class. As students improve, such instructions can become more detailed including additional elements for language comprehension, including adverbs (e.g. talk quickly), adjectives (e.g. put on your red jumper) and prepositions (e.g. stand in front of the teacher)<sup>45, 48</sup>.

### **9. The Silent Way**

It's perhaps hard to imagine a language classroom where the teacher doesn't actually say much, but that's the principle at the heart of this approach. As with CLL above, this approach deliberately shifts the focus from the teacher's teaching to the student's learning. Evidently, the Silent Way uses silence as a teaching tool. It encourages students to

be more independent and to discover the target language for themselves. Teachers need to employ the widest possible range of gestures and facial expressions to communicate<sup>45, 48</sup>.

## 10. The Natural Approach

Adherents of this approach characterize it as recognizing and highlighting the difference between learning and acquiring a language. For them, learning a language requires structure, textbooks, resources and memorizing grammar rules or vocabulary lists. Whereas acquiring a language only needs teacher to create an environment which immerses students in the repetition, correction and recall of their target language. Primarily intended to be used with beginner learners, teachers emphasize interesting, comprehensible input (CI) and create low-anxiety situations. As such, lessons delivered using the natural approach focus on understanding messages in the foreign language, and place little or no importance on error correction, drilling or on conscious learning of grammar rules<sup>45, 48</sup>.

### 2.1.5 Concept of Teacher

A teacher is a person having high value in society<sup>49</sup>, and the teaching or learning process is considered to be very important both for teacher and student. Teachers can play a vital role in the development of the nation. The process of education can be defined as a meaningful relationship between teacher and student<sup>50</sup>. A teacher performs a direct and crucial role in the life of a student<sup>51</sup>. The teaching purpose of a teacher is to create confidence in the student. It is important to maintain competent teachers to offer valuable education in schools. School is one of the places where learning occurs. It is a central point for learners to study and enhance their academic and social values. Every school is struggling to manage skilful, competent professional teaching staff who can professionally teach students. Expert, knowledgeable and devoted teaching staff can produce intelligent students who show good

results in examination. However, it has been discovered that teachers' roles and the teaching learning process are highly disturbed by the additional duties of teachers<sup>51</sup>. According to the literature, most teachers were engaged in polio campaigns, population censuses, universal primary education and other inappropriate activities, and these activities have a negative impact on the performance of teachers, as these were identified as contrary to the role of teachers. It was identified that when teachers are self-sufficient and have no burden of additional work, they feel more satisfaction from their work and have a strong desire to continue their profession as a teacher<sup>52</sup>.

A teacher acts as classroom manager and thus is responsible for planning and managing activities for students. A teacher should be careful and consciously plan the curricular and co-curricular actions and behaviour of their students. In this way, teachers efficiently and successfully organize the learners' holistic development and progress<sup>51</sup>. Experience, academic skills, tutorial capabilities and helpful behaviour are useful techniques to control the classroom. A teacher's usefulness and effectiveness may be evident by their learners' academic achievement. If students' achievements are good, it means that the teacher is beneficial and effective to students<sup>51</sup>. However, various non-teaching duties like administrative tasks, examination-related duties such as invigilating, paper marking and result feeding, and other duties like election training, census, assisting in disaster activities, flood relief activities, inspections of schools with executives among many others force teachers to remain away from the classroom. While, the basic duty of a teacher is to stay in class for teaching but unfortunately teachers are sent out of class to perform these non-teaching duties<sup>51</sup>. A researcher identified teachers as performing such non-teaching duties that have no link with the teaching learning process. These non-teaching duties have a

negative impact on teacher performance as well as student performance and increases drop out. Consequently, teachers were left with no time to prepare their lessons<sup>51</sup>. Another bad side of non-teaching additional assignments is the creation of misunderstanding, confusion, ambiguity, resistance and conflict. Usually, teachers complain that these additional duties are more than normal teaching responsibilities. If teachers decline to perform such duties, then they are expected to face consequences from top management. If teachers remain away from classes, the question that is begging for answer is that how then do students acquire new knowledge and skills in the classroom?<sup>51</sup>. It is good to note that success in any worthwhile endeavor may be contingent upon certain critical variables or factors. This can also be said of student's achievement in school. Moreover, it has been argued that one key overriding factor for the success of the students' overall achievement in their academic pursuit is the teacher, not just mere teachers but quality teachers<sup>53, 54</sup>. This is because the development of any society is largely determined by the quality of its education and the quality of teachers in education industry can either make or mar the academic standard of students in all ramifications of educational endeavors. Therefore, quality of teacher is seen among measures that enrich the achievement of the students in schools. Teachers' quality, however, can be regarded as one of the bedrocks that immeasurably influence the academic achievement of the students across all levels of educational system in Nigeria. . In the contemporary Nigeria however, the professional qualification of teacher of English is based on his exposure to rigorous professional exercises to possess specialized knowledge and skills. Like others in the same profession, he must have pursued his professional skills in one or more educational institutions to obtain one or more of the following certificates; the NCE certification is the

minimum qualification for a career in teaching English; Bachelor's Degree in English Education, Bachelor of Arts in English and Post Graduate Diploma in Education (PGDE).

In addition, a teacher is expected to possess certain qualities such as communication ability, emotional stability, teaching style, clear objective for lesson, effective discipline, good classroom management skills, knowledge of curriculum and standards, knowledge of subject matter and passion for students and teaching<sup>55</sup>. However, there has never been consensus on the specific teacher factors that influence students' academic achievement. Researchers have examined the influence of teacher characteristics such as gender, educational qualifications and teaching experience on students' academic achievement with varied findings. A study found that there was a significant relationship between teachers' gender and students' academic achievement, while another established the fact that teachers' experience and educational qualifications were the prime predictors of students' academic achievement<sup>56, 57</sup>. A study in Ghana found that the teacher factors that significantly contributed to low academic achievement were incidences of lateness to school, incidences of absenteeism, and inability to complete the syllabi, whereas, in another work it was concluded that teacher management of homework and assignments given to students have an impact on student achievement especially when it is well explained, motivational, corrected and reviewed during class time and used as an occasion for feedback to students<sup>58,59</sup>. Other teacher factors that have been identified as affecting student academic achievement are teacher's quality, teacher's attitude, qualification, effectiveness, competence or mastery, teacher's workload, school administrators' supervisory practices and teacher's teaching method<sup>55</sup>.

### 2.1.6 Concept of Workload

Workload is the amount of work that has to be done by a particular person in the organization. Among other things, employee's workload refers to the intensity of job assignments<sup>60</sup>. It is the amount of work assigned to or expected from a worker in a specified time period. It is a critical determinant of their productivity and turnover, because if their workload is below the standard workload, it will evoke laziness and provide opportunity for them to be idle and indulge in non-productive activities like group politics, with its attendant implications on performance<sup>61</sup>. On the other hand, if the workload is above the standard workload, there is a tendency that the employee will be overwhelmed; this will result in hazards like burnout and subsequent breakdowns as well as ill feelings and dissatisfaction and subsequently cause them to quit the job for less strenuous jobs where available. Workload has been identified as a factor that influences the teachers negatively<sup>62</sup>. They are the major leads in instilling knowledge to the students; a high workload may therefore have negative effects on performance based on this, there was a proposition for reduction of workload to be one teacher per 40 students, this is because workload determines the teacher behaviour and quality of teaching<sup>60</sup>. One thing that is very paramount in educational institution is educational goals, one way or the other, the attainment of the set educational depends largely on effective and efficient management of teachers' instructional workloads in secondary schools<sup>63</sup>.

Workload in secondary schools involves allocating subjects, periods and other administrative duties on curriculum, planning, implementation and reviews to teachers depending on their area of specializations, professional knowledge, skills and experiences which determine the quality of instructional tasks performance. This has significant impact

on the level of students' academic achievement and the overall achievement of educational goals in the school system<sup>63</sup>. It also involves curriculum organization, lesson note preparation, learners' engagement in curriculum instructions, continuous assessment aid and class management. Workload in secondary school is directly measured by the total number of teachers that are available in the system against the number of students that are taught, the number of scripts that are marked and other responsibilities considered worthwhile by the school principal that are regularly or occasionally assigned to teachers<sup>63</sup>. The extent to which students have achieved educational goals in terms of academic achievement depends largely on how well teachers carry out their instructional tasks. Teachers with moderate instructional workloads are said to be more effective and efficient than teachers with heavy workload in the secondary school system<sup>63</sup>.

Teachers' instructional workload is faced with serious challenges which among others include shortage of teachers, lack of instructional materials, students' over-enrolment, high number of teaching periods per week, lack of well-equipped laboratories and large class size without instructional technology, and job demands such as multiple meetings that interfere with preparation time, administrative paperwork generated by the management, and being subjected to constant reforms and changes that demand re-organization of work and work tasks affect students' academic achievement in secondary schools<sup>64,65</sup>. This situation causes the present teachers to bear heavy teaching load and perform various administrative and non-administrative roles which in turn increase teachers' workload and affect students' academic achievement.

### 2.1.7 Concept of Teachers' Workload

Teachers are professional individuals who undergo educational training through the four walls of classroom with certification and ready to discharge qualitative education to students with strong pedagogical skill cum classroom management character<sup>66</sup>. The primary aim of any educational institution has to do with the improvement of the teaching and learning processes and all other activities of the schools. The achievement of the aim is jointly carried out by the principal, the teachers and the entire members of staff of the school. The principal is however regarded as an administrator because of the way he handles disciplines and summons the affairs of the school while the teachers' activities help to determine the extent to which the school aims and objectives are achieved<sup>67</sup>. School administration is a function so broad in scope that no one person should do it alone. In which case, principal cannot carry out the administrative work alone. He would have to delegate some duties to the teachers. So for an institution to fully realize its central purpose, it is important that the teacher, head of departments and principals should understand and accept their roles in the administration of the institution. During the colonial era, the role of the teachers was to be builders of public morality, practitioners of the virtue of manual labour and promotion of literacy training. After independence, the main role of the teacher is to help students to acquire knowledge, skills and social values and norms of the society. Administration of the secondary responsibility is no longer centered on the principal but also distributed around those involved in the instructional programme of the school. This has in no small measure added to the traditional roles of the teachers. The modern day teachers apart from making register enforce punishment, imparting knowledge, maintaining discipline, still have to play some other administrative roles. All these summed together has culminated

into the concept of workload which has become a subject of renewed interest for researchers and educationists at both national and international level. Teachers' workload has been viewed as the totality of academic teaching work and non-teaching workload assigned to a teacher for the attainment of the overall educational objectives in the school. Teachers' workload has no well defined limits; it is essentially open – ended. While contracts with principal or school management appear to define expectations regarding teacher workload, contract terms represent minimum requirements. To respond to the needs of every student, a teacher tends to do far more than is required and some try to do more than they can physically manage. In Nigeria, research has shown that the demand to educate the teeming population has brought too much work on the part of teachers in meeting this education needs<sup>65</sup>. This could be understood from the low supply of teachers relative to the demand of education<sup>68</sup>. World over, research has provided an insight into the teacher workload. A review of existing literature has shown that many factors have continued to mitigate and conspire against teachers in carrying out their duties of imparting knowledge, skills and attitude to students<sup>69</sup>. Such workload variables include teachers preparation time, assessment, reporting, supervision, attending meetings, class size, the implementation of new programmes without adequate resources, working hours, teacher – student ratio, committee assignment nature of work, number of teaching subjects, teaching periods and teaching and non-teaching activities<sup>62</sup>.

Teachers' workload is often measured by number of lessons taught by every teacher or the teacher contact hours in a week or the class size in terms of the actual and recommended workload<sup>64</sup>. Consequently, in public secondary schools, teachers have higher workloads<sup>70</sup>. Teachers' instructional workload is expressed in terms of curriculum

organization, lesson note preparation, learners' engagement in curriculum instructions, continuous assessment, examination and class management. Teachers' instructional workload is directly measured by the total number of teachers that are available in the system against the number of students that are taught, the number of scripts that are marked and other responsibilities considered worthwhile by the school principal that are regularly or occasionally assigned to teachers. The extent to which students have achieved educational goals in terms of academic achievement depends largely on how well teachers carry out their instructional tasks. Teachers with moderate instructional workloads are said to be more effective and efficient than teachers with heavy workload in secondary school system<sup>5</sup>. Teachers' instructional workload is faced with serious challenges which among others include shortage of teachers, lack of instructional materials, students' over-enrolment, high number of teaching periods per week, lack of well equipped laboratories and large class size without instructional technology affect students' academic achievement in secondary schools. These challenges need to be professionally addressed by principals and other stakeholders in Education.

### **Class Size**

Classroom size is the population of a given class in terms of number of students per teacher<sup>71</sup>. Class size is referred to as students to teacher ratio per class or an educational tool that can be used to describe the average number of students per class in a school<sup>72</sup>. Class size has become a phenomenon often mentioned in the educational literature as an influence on students' socializing pattern and academic performance, quality of instruction, administration and school budgets. Class size is an administrative decision which teachers have little or no control<sup>72</sup>. For instance, Canada, Australia, Romania, Czech Republic, USA and Slovenia has

less than 30 students recommended for a standard class size; Turkey, Netherlands and Norway have 20 or less students for a standard class size; Japan and Singapore have above 30 students as a standard class size. These fall within the UNESCO recommended standard (25) for number of students in a classroom<sup>73</sup>. The National Policy on Education recommended an average of 40 students per class as the standard class size in Nigeria<sup>74</sup>. Two class sizes are normally distinguishable in the educational sector. A large class size falls within 41 and above learners to one teacher while small class size is within 15-40 learners to one teacher<sup>73</sup>. Many scholars supported this classification of class sizes. Therefore, in this present study, class size with 1 - 40 students per teacher will be categorized as small class size while class size with 41 and above students per teacher will be categorized as large class size. Educators universally identify class size as a desirable attribute of the educational system. Thus, this has raised widely reported debate among educational stakeholders such as academics, parents and policy makers over the educational consequences of class size. The issue of small or large class size can be counter-productive. In remote and even local areas, classes are found to be over-congested which is indeed an indication of the dearth of educational facilities in schools. The issue of large class sizes and the associated consequences is paramount. The phenomenon of large classes is fast becoming the vogue of senior secondary schools in Nigeria and in most developing countries<sup>73</sup>. The large class syndrome has been attributed to the expansion in annual students' enrolment. There is tremendous increase in the enrolment of students and in the average size of classrooms in Nigeria senior secondary schools these days from 30 - 40 students to 60 - 75 or even more<sup>73</sup>. Though, open enrolment in schools is laudable, yet, the deficiency is in the corresponding provision of adequate infrastructures, inadequate classrooms, short supply of teachers,

dilapidated structures and classrooms which look like poultry in some schools. Seats and desks which are basic classroom requirements are insufficient and in some senior secondary schools, students are sitting on ransacked furniture and some even sit on bare floor. The size of classes has become increasingly unmanageable, leaving the teachers with the impossible task of giving individual attention to the learner's needs. The teachers' eye contact with the learner in class becomes so dissipated that a number of poorly motivated learners can form small committees at the back of the class to engage in non-school discussion, while the teacher is busy teaching. Continuous assessments are dreaded by teachers when they consider the staggering number of scripts to be marked and recorded. In other words, one of the biggest issues facing schools and teachers today is overcrowding. Large class size has become a new normal. The issue is unlikely to go away soon, so schools and teachers must create workable solutions to make the best out of a bad situation. . Class sizes have a contribution to students' academic achievement. The relationship between class size and academic achievement has been a perplexing one for educators. Researches have been done on the impact of class size to students' academic achievement at the secondary level. For example a study conducted on the impact of class size on students' academic achievement in Biology in Idemili North Local Government Area of Anambra State found that large class size had negative effect on students' academic achievement in Biology<sup>75</sup>. It was also observed that class size has psychological and social effect on students' academic achievement. Where the class size cannot be reduced in a given time due to challenges beyond the control of the school authorities, it is recommended that teachers and management of the school should employ rotational students' group formation and study. Further findings revealed that class size, school location and school environment had significant joint influences on academic

achievement among secondary school students in Oyo South Senatorial District, Oyo State, Nigeria<sup>76</sup>. Another study on teacher training, class size and student outcomes found that class size has a significant impact on students' outcomes<sup>77</sup>. Similarly, another study of teachers' utilization on students' academic achievement in secondary schools in Kabarole District found that class size had significant relationship with students' academic achievement<sup>78</sup>. However, some studies had found that there is no positive relationship between class size and students' academic achievement, in other words, class size does not affect students' achievement<sup>79</sup>.

### **Non-Teaching Assignments**

Teachers are being appointed by the government for teaching purposes, but unfortunately the role of teachers is never uniquely defined and its definition is influenced by many factors. The factors that influence the role of teachers are internal and external, where internal factors include those factors that influence a teacher's own perception of his or her role, while external factors include the views and expectations of the role of the teachers which arise within other stakeholders, such as students, parents, colleagues, school leaders and the public<sup>80</sup>. It can easily be said that the role of teachers have been defined consistently by cultural and social events and the environment. The aforementioned factors influence the differences that occur in the concept of teachers' role within different cultures, societies, including the geographic environment. Findings in the literature have shown that other than teaching duties, teachers have been assigned a number of non-teaching assignments which hamper smooth teaching learning process and thus affect the academic achievement of students<sup>81</sup>. This results in poor quality of education and disinterest of teachers towards their profession<sup>82</sup>. The teachers who have been assigned the job of non-teaching are not able to

focus on their primary job. In other words, engaging teachers for non-teaching assignments is one of the major reasons behind the deterioration of educational standards<sup>81</sup>. Teachers are considered a docile workforce always available to carry out whatever duties assigned them for the smooth running of the school. Teachers are expected to perform all teaching and non-teaching duties and deliver without raising any voice. Prominent among these non-teaching duties is the utilization of committee assignment, administrative task such as record keeping, paper works, extracurricular activities or events outside of regular teaching hours, attending staff meetings or professional development sessions outside of their regular working hours, assessing and grading students such as preparing and marking exams or assignments, curriculum development or lesson planning activities, and professional collaboration or team meeting with colleagues outside working hours<sup>83,84</sup>. Assigning non-teaching duties to teachers becomes a necessity in the sense that the principal is entrusted with numerous responsibilities such as planning, coordinating, and managing of students, staff, facilities and school funds among others<sup>83</sup>. Many times these numerous administrative tasks call for utilization of committee as a means of delegating responsibilities and authority to competent members of staff in the school. Committee system when used in secondary school is expected to enhance administrative effectiveness, maintain democratic procedures for representation and students academic achievement. At this juncture, it is clearly seen that teachers are not only having a single role of teaching but they also play different roles in Secondary Schools in Nigeria. Teachers have to perform other responsibilities of preparing test and examination papers, hold morning assembly with the students, act as an examination supervisors and invigilators, organize the students during school environmental sanitation, serve as heads of schools or departments and many others. The seemingly unavoidable nature

of non-teaching assignments for teachers, be as it may, has its positive effects and also the negative effects. Findings in the literature have shown that teachers have a high level of workload; their burnout level is also high which affects their work performance<sup>65</sup>. From the foregoing, it seems that, there is a connection within non-teaching assignments, principal's supervisory techniques and students' academic achievement. However, to avoid stress and burnout, and more so for teachers of English to concentrate on proper curriculum delivery, school administrators have been encouraged to adhere to proper workload assignment<sup>65</sup>.

### **Concept of Secondary School in Nigeria**

Secondary education is a crucial tier in the hierarchy of education in Nigeria. It is the midway between primary and tertiary schools. It is the form of education that students receive after their primary education and or before their tertiary education. It is intended for student between the ages of 11-17. Secondary Education is the budding ground for future professionals as well as the foundation for the discovering and classification of the specific fields of professions. Prior to the independence of Nigeria through to 1982, Secondary Education lasted only five years. After the duration of five years, those who obtained the required qualifications were allowed for the two years of Higher School Certificate which qualifies them for university education. Thus the system allowed for three years junior and two years senior. However, discovering the need to enhance this tier of education with science and technical subjects, the curriculum was broadened to have its duration extended to six years. The importance of this stage of education cannot be over-emphasized. The certificate for the junior secondary school was based on a continuous assessment while the senior secondary certificate was issued after writing a national examination (The West African Council Examination-WAEC). Today, there is another body that conducts similar

examination at the end of the six year duration independent of WAEC; The National Examination Council Examination (NECO)<sup>85</sup>.

The Federal Republic of Nigeria saw education as one of the potent tools or instrument for solving the social, political, economical and technological problems in the Nation. In the National Policy of Education of Federal Republic of Nigeria, Secondary Education was seen as one of the important agency for the actualization of the stipulated goals<sup>86</sup>.

### **Aims and Objectives of Secondary Education in Nigeria**

The Federal Republic of Nigeria (2013) National Policy on Education Section 3, No 36 contains the aims and objectives of Secondary Education in Nigeria: Among the salient objectives of secondary education in Nigeria are:

1. The provision of smooth opportunities for primary school leavers to further acquire higher quality education irrespective of their sex, religion, social and ethnic backgrounds.
2. To diversify its curriculum to cater for the variety of talents that is latent in the students to come to light in a productive way.
3. To equip the students with the relevant scientific and technical knowledge to effectively survive in the modern age.
4. To foster national unity with emphasis on the common ties that unites us in our diversity.
5. To inspire students with a high desire for achievement and self-improvement both at school and in later life.
6. To raise a generation of people who should be self-reliant and can think for themselves as well as respect the worldviews of others.

7. To inspire a deep sense of appreciation of the dignity of labour among citizens as well as create a great sense of national consciousness<sup>87</sup>.

The above objectives are very noble objectives and they are critical for the growth and development of any society or nation. And it is very significant that these ideals are set for attainment within the secondary system of education. Secondary education is the bridge between primary and tertiary institutions and thus holds the compass for the direction the nation intends to follow. It is therefore understandable to maintain that the failure of this tier of education poses a damaging threat to the nation at large.

This importance of secondary education made the Federal Government to come up with the broad aims of secondary education as stated below:

- i. Preparation for useful living within the society, and
- ii. Preparation for higher education

The above aims are mere mirage because the products of today's secondary school system can neither usefully live in the society nor move into higher institution without their parents' aid or examination malpractices<sup>88</sup>. The present secondary school students cannot think for themselves or respect the views and feelings of others. They have no iota of dignity for labour except for things that will give them quick money. The increase in the population of these non-useful secondary products is posing great social and moral threats to the society. Another area of problem observed in the secondary education is inability of majority of the students at this level to read fluently or write letters of application<sup>88</sup>.

### **Concept of Principal**

School principals are appointed by Post Primary Education Boards in Nigeria to see to the day-to-day affairs of public secondary schools. The appointment is usually based on

their educational qualification and experience in the teaching profession. They are the Chief Supervisor of the secondary school and therefore the tone of the school depends on the influence of the principal's supervisory<sup>89</sup>. In secondary schools, the principal is the manager and the educational leader of the school he or she is saddled with lots of responsibilities. The principals are therefore expected to deploy all they have in terms of experience, human relationship, communication skills, collaborative skills and supervisory skills to bring to bear quality leadership practices that will not only stimulate and motivate the human element in the school, but will ensure that all available resources are put to judicious use with the singular aim of achieving set educational goals or objectives<sup>90</sup>. The principal is directly in every aspect of schools operation and thus the primary figure in determining the schools quality and character. Little wonder, the reason for the common saying "show me good school and I will show you good principal". To develop harmonies and improve the quality of teachers and students performance in Oyo state secondary schools, principals play a vital role in the achievement of these objectives. This is because the smooth running or failures of the schools are attributed to their leadership and when a school is seen to be performing well in aspect of its objectives, it is the principal that receives its credit and when the school is not performing well, it is the principal that receives the blame. Therefore, the position of the principal in the school is so germane to the extent that the school cannot exist without that position. Realizing the important role of the principals within the secondary school system, it is important to examine the supervisory skills of the secondary school principals. This is particularly important because of the fact that secondary education, especially in Nigeria serves as the bridge between the primary and tertiary level.

Principals' Supervisory techniques are methods or ways of improving teaching and learning in secondary schools. Quality education can only be possible through effective supervisory techniques used by principals. The responsibility of effective teaching and learning take place and to which instructional supervisors carry out their duties is by employing various strategies to enhance teachers' effectiveness by managing their workloads and also improve the students' academic achievement. There are many strategies available for principals to help teachers improve on their effective instructions in the schools. Some of the strategies include micro teaching, teaching demonstration, self-appraisal, observation, classroom visitation, conferences and evaluation. Influence of principals' supervision techniques in secondary schools cannot be overemphasized. The principals facilitate various supervision techniques in the school through classroom visitation, conferences, observation, teaching demonstration, follow up visit and evaluation to improve the standard of education in Nigeria. Principals adopt supervision strategies to identify the strength and weaknesses of teachers to provide solutions to their challenges<sup>91</sup>.

### **Principal's Supervisory Techniques**

The importance of school principal in school management cannot be over emphasized. He is in a sensitive position to promote school improvement and he is the closest supervisor to both the teachers and the students<sup>92</sup>. Principal is a supervisor to both the teachers and the students. Principals' supervisory practices refer to the activities carried out by a Principal while performing his or her duty, such as ensuring that lesson notes are well written, teachers are punctual at work, school facilities are in good condition to mention just a few. There are several instructional supervisory techniques identified listed by some authors, classroom visitation or observation, inter/intra school, team teaching practices,

workshops, demonstration, clinical supervision, micro-teaching, note checking, post conferencing, moderation of examination questions<sup>93</sup>, self-appraisal, research approach, demonstration, seminars among others. Thus, for the purpose of this study, the focus is on classroom visitation and observation, team teaching practice and workshop.

### **Classroom Visitation**

Classroom visitation involves a teacher visiting and observing another teacher in a teaching action in another class within the same school (intra-class visitation) or in another school (inter-school visitation). It is as a procedure by which the educational leader could be of great assistance in aiding the teachers to improve their instructional methods, strategies or techniques and the learning processes of the students. The main aim of the principal's visitation according to this definition is for the improvement of teaching-learning process. This method enhances proficiency especially if the beginning or inexperienced teacher watches experienced teacher in action<sup>94</sup>. In another perspective, classroom visitation or observation is a supervisory strategy in which the principals visit the classroom and observe teachers delivery of the instruction taking account of their mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among others. It involves practicality in real classroom situation, whereby the supervisee, presents what he or she had prepared for his or her lesson, utilizing various teaching methodologies, instructional materials, interacting with the learners, jotting salient points on the instructional board, assessing the students using both formative and summative evaluations, coordinating class activities, while the supervisor (principal) inspects, observes and evaluates what and how the instructor has performed. Classroom observation is not an avenue for fault-finding in the classroom teaching process before the students but a platform for principals to involve

teachers in the process of improving upon their shortcomings. After the classroom observation, the objective of the visitation could not be said to have been achieved unless, heads provide professional guidance and assistance to help teachers improve on their instructional delivery. This is because the essence of supervision is not to witch-hunt teachers but to provide professional help for them to improve in delivery of teaching tasks. The deficiency of teachers observed during instructional supervision could be handled using conference or workshop supervisory strategy<sup>91</sup>. Apart from, the visit by the supervisor or principal to the classroom to watch teacher and students in action, the purpose of such visit whether scheduled or unscheduled should be to aid teachers<sup>95</sup>. It is also an avenue to study the nature and quality of the students' learning and means by which the teacher guides or directs it. Classroom visitation therefore, allows the principal as supervisor to assess the curriculum in action. It offers the principal an opportunity to understand the status of curriculum and the experience which the students are having. Through visitation, the principal can detect defects in the curriculum or in the teaching and learning process. During class visits the supervisor (principal) should take cognizance of the position of the teacher before his/her students and the effects of his/her presence on the teaching and learning activity. The supervisor (principal) should also be friendly to allow the entire class to be free to express themselves<sup>95</sup>. In conducting formal supervision, ideally the supervisor plans the visitation in collaboration with the teacher concerned during the pre-observation conference; the supervisor records data during the teaching process (actual lesson observation), while at end of the lesson, the teacher is provided with feedback on the whole exercise in a post-observation conference. However, both formal and informal visits should enable the

principals and teachers to evaluate performance. Classroom visitation also helps to ensure teachers' regular attendance, punctuality and use of appropriate resources and methods<sup>96</sup>.

### **Team Teaching Practice**

The practice in public secondary schools is to assign one teacher to a stream to teach the different aspects in English language. The language is scheduled on the school timetable to be taught in each class every day. So it is the teacher's task to teach all the aspects which are: comprehension, summary, essay or letter writing, grammar and oral English and assess students by giving tests, assignments, projects etc and mark them for the purposes of providing feedback. The teacher equally sets examination questions, marks and records them as well. The workload on the teacher is enormous and this accounts for the poor attention given to English language teaching especially comprehension. The tendency is that where only one teacher is required to teach all the aspects of the language, he or she may be forced to give more time to some aspects while neglecting others<sup>97</sup>. Since the use of the conventional approach of assigning a single teacher to teach the different aspects of English language in a stream seem not to have resulted in improved academic achievement per say, there is need to use another novel approach in order to promote teaching and learning and as such enhance students' academic achievement<sup>97</sup>. One way to address this ugly trend may be to give a trial to Team Teaching Practice as an alternative approach to teaching that go beyond the traditional practice of Single Teacher Teaching Practice.

Team Teaching is different from single Teacher Teaching because it involves two or more teachers each with distinctive roles, sharing responsibilities for planning, presentation and evaluation of lessons for the same group of students. It involves two or more teachers

who combine their talents, expertise, interests and resources to take joint responsibility for any or all aspects of teaching the same students. The advantage this practice has over other methods is that it exposes students to a variety of teaching styles and approaches, which increases the potential for the team to meet the various learning styles of students. However, while team teaching may prove advantageous for many students, some may feel frustration and discontentment about having more than one teacher. But with proper collaboration and cohesiveness within a team, there are vital benefits for those willing to adopt team teaching approach especially in English language classroom. Seeing the real conditions encountered by most English teachers, their workloads and demands are so dynamic, especially at the secondary school level, adjustments to reduce their problems that arise at any time require special methods with particular treatments<sup>98</sup>. So it takes the role of external parties, especially, higher teachers in terms of qualification and experience, to help ease the burden and reduce the problem of English teachers. One effort to alleviate the burden of the English teachers is to help them make a partnership by initiating team teaching practice with the aim of conducting collaborative team teaching with English teachers.

### **Concept of School Supervision**

Supervision of any school refers to the improvement of the total teaching-learning situation and the conditions that affect them<sup>99</sup>. It is a socialized functions designs to improve instruction by working with the people who are working with the students. In other hand, it can be seen as those activities carried out by the principals to improve classroom instruction, teaching and therefore school effectiveness. Supervision is a creative and dynamic process of giving friendly guidance and direction to teachers and students for improving themselves and the teaching-learning situation for the accomplishment of the desired goals of education<sup>100</sup>.

Educational Supervision, as it is otherwise called, means an all out effort of the school officials directed towards providing leadership to teachers and other educational workers for the improvement of institution which involves both human and material elements. The human elements are the students, parents, teachers and other employees, the community and other officials of the state. On the material side money, building, equipment and playgrounds are included. Besides these, the curriculum, methods and techniques of teaching also come under the scope of supervision<sup>101</sup>. Supervision, however, has been given different meanings by different people. Principal, teachers, students and parents view supervision from different perspectives. For example, a teacher who is being supervised may view supervision as a challenge to his personality while another may see it as an avenue for personal recognition. On the whole, supervision is meant to guide, assist and share ideas with all those involved in the process of teaching and learning for the purpose of ensuring the improvement of the learning activities in schools. The idea of supervision evolved from the realization that human beings accomplished very little alone, and that people did not accomplish much by simply belonging to a group where a task was performed. It could only be achieved through supervision. Though it must be emphasized that effective supervision required a well trained personnel with knowledge and interpersonal and technical skills prepared to provide the necessary and appropriate guidance and support to the teaching staff, this is in line with a study carried out on principals' administrative and supervisory roles for teachers' job effectiveness in secondary schools in Rivers State. The findings, among others, indicated that in staff personnel administration assistance on instructional activities was provide to teachers in Rivers State. Hence, it was recommended that principals should adopt modern supervisory techniques that are more humane and government should initiate periodic training for

principals on administrative role performance<sup>101</sup>. From the forgoing, Supervision can be seen as one of the processes by which school principals attempt to achieve acceptable standards of performance and results. It is the tool he or she uses for quality control in the school system and phase of school administration which focuses primarily on the achievement of appropriate expectations of the educational system. At this juncture, it is clearly evident that Principals' supervisory role performance, school effectiveness and students' academic achievement are interdependent. A school cannot be effective without effective principal supervision. The effectiveness of a school depicts the behaviour of the principal's supervisory role performance.

### **Scope of School Supervision**

The major functions logically under school supervision can be cited as:

**Inspection:** This is actually a study of school conditions, to discover problems or defects of the students, teachers, equipment, school curriculum, objectives and methods. This could be done via actual observation, educational tests, conference, questionnaires and checklists.

**Research:** This has something to do to remedy the weaknesses of the solution to solve problems discovered. The supervisor should conduct research to discover means, methods and procedure fundamental to the success of supervision. The solutions discovered are then passed on the teachers.

**Training:** This is acquainting teachers with solutions discovered in research through training. Training may take the form of demonstration teaching, workshops, seminars, classroom observations, individual or group conferences, inter-visitation, professional classes or the use of bulletin board and circulars, and writing suggestions.

**Guidance:** Guidance involved personal help given by someone. It is the function of supervision to stimulate, direct, guide and encourage the teachers to apply instructional procedures, techniques, principles and devices.

**Evaluation:** As an ultimate function of supervision, evaluation appraises the outcomes and the factors conditioning the outcomes of instructions and to improve the products and processes of instructions.

### **Types of School Supervision**

There are two major types of school supervision namely:

1. Internal Supervision
2. External Supervision

**Internal Supervision:** This is a form of supervision which employs internal staff members of a school to provide supervisory service to staff within the same school. This form of supervision is usually a routine daily administrative effort toward ensuring that teaching and non-teaching staff of school live up to expectation daily by performing their duties most effectively and efficiently. It is more often than not carried out by the principal, vice principals, heads of departments, and other senior and experienced teachers designated by the principal to do so by way of mentoring<sup>99</sup>.

**External Supervision:** this is a form of supervision carried out by officials of the inspectorate division of ministry of education whether at Federal, State or Local government levels. As the name implies (“external”), these officials are not resident in the school unlike in internal supervision. They provide routine inspectorate supervisory services to school through regular school visitation. Those saddled with this responsibility include: Chief

Inspectors of Education, Deputy Inspectors of Education, and Zonal Inspectors of Education among others<sup>99</sup>.

### **Types of External Supervision**

**Full Inspection:** Full inspection is a form of supervision where a team of inspectors arrive a school to inspect it in its entirety<sup>99</sup>. It is the supervision of every aspect of the school life. This include the teaching staff, non-teaching staff, subjects taught in school, school records, equipment, school plant, and overall organization of the school. This is carried out to know the level of school performance in the area of curriculum implementation<sup>99</sup>. The principal is usually adequately informed in advance before the visit. The following aspects of concerns are dealt with during full inspection:

1. The school physical facilities and equipment for teachers and students' use to determine their adequacy or inadequacy and whether or not they are in good shape or condition.
2. Look at students' works to determine their standard.
3. Inspect the teaching of some teachers to ascertain the quality of instructions.
4. Look at the school record books to see whether or not they are being properly kept.
5. Look at staff strength to determine its adequacy or inadequacy.
6. Evaluate the general administration of the school.

After the exercise which in some cases last for one week, the inspectors write a full report of the inspection, which will later be discussed with the principal. At the end of the exercise inspectors take time to address teacher emphasizing their strengths and weaknesses as well as key areas of urgent administrative intervention.

**Routine Inspection:** this is a brief visit at specific intervals with the motive of familiarizing the inspectors with the day to day affairs of the school. In this kind of supervision the supervisor does not write any formal report, it merely for sight-seeing but brief verbal comments could be on staff situation, record of attendance of staff and students, other school records, physical facilities like library, laboratory, technical workshop among others are usually inspected<sup>99</sup>.

**Follow-Up Inspection:** This type of supervision is carried out to assess the actions taken on the recommendations and suggestions made in the supervisor(s) report during the full inspection exercise. This type of inspection focuses on ascertaining the effect of the previous recommendations on the school, whether its implementation is yielding positive results. In this type of visit the inspector checks for level of compliance by teacher to the previous recommendations and give further suggestions for improvement as the case may be<sup>102</sup>.

**Partial Inspection:** This form of inspection is limited in scope. It is not comprehensive like the full inspection. This implies that it does not involve all aspects of the school as well; it does not make use of a team of inspectors. It can be a walk in to the school by any educational official like commissioner for education, Chairman of State Universal Basic Education Board (SUBEB), Local government education secretary and the likes.

**Sample Inspection Visit:** This type of inspection, the principals is not usually informed the inspector just randomly samples some school to visit at a specific point in time to check schools' compliance to standards and ministry's rules and regulations. During this visit, the note of lesson of teachers are checked including scheme of work and other school records in terms of adequacy of preparation. It is also aimed at checking whether students are given

enough written work, whether assignments and test are marked or not, whether corrections done by learners are properly checked by the teacher before the next lesson<sup>103</sup>.

**Certificate Inspection:** This type of inspection is meant for teachers that are to be upgraded for one reason or the other. And that it is useful for confirmation of appointment at the end of the teachers' probation period, which is usually two years from the date of first appointment<sup>102</sup>.

**Special Investigation Visit:** This of inspection is usually carried out following report of professional misconduct bordering on disciplinary, financial or educational problems. Take for instance the case little Precious that became famous for being flogged by a teacher for not paying illegal fees in Edo state, the his Excellency- the governor of the state set up a special investigation visit to the school for details to ascertain whether the head teachers was collecting illegal fees or not. Members of such investigation are appointed by the minister or the commissioner for education<sup>104</sup>. Cases to be investigated include students' disobedience, administrative mismanagement, embezzlement of school funds, corruption, riot and demonstration, rape, cultism, and other social vices. It is always accompanied with official report to the commissioner for education or appropriate organ of government for careful study and necessary action.

### **Purpose of Instructional Supervision in Nigerian Schools**

It must be noted that the essence of instructional supervision in schools is to ensure that things are done the way it should be in order to achieve the stated objectives. Hence, the purpose of supervision of instruction includes:

1. To directly influence the behaviour of teachers and the teaching process employed to promote students learning;

2. To ensure that each individual teacher within the school system has been performing the duties to which he was scheduled; and to cooperatively develop favourable climate for effective teaching and learning<sup>99</sup>.
3. To know the performance of the teachers recruited to teach in the school system.
4. To determine whether a teacher should be transferred, promoted, retrained or dismissed.
5. To provide professional information to teachers.
6. To improve the incompetent teachers.
7. To discover special abilities or qualities possessed by teachers in the schools.
8. To guide teachers to the sources of instructional materials.
9. To provide a guide to staff development.
10. To know the effectiveness of classroom management by the teachers<sup>99</sup>.

In summary, supervision of instruction must be built on the supervisor's thorough understanding and in-depth knowledge of instructional theory and not on a check list of what should be in a lesson.

### **Challenges of Instructional Supervision in the Secondary Schools**

There are challenges facing instructional supervision in Nigerian schools particularly the secondary school education. These challenges present themselves in form of problems and they are discussed hereunder<sup>99, 104</sup>:

1. **Poor Incentive:** Supervisors at times are dissatisfied with their job because of motivating factors that are minimal. In Nigeria context, several people who are not directly involved in a particular process or a given assignment may receive more compensation and

reward more than those who actually carried out the assignment due to the high level of corruption in the country. This singular act may at times affect the way in which instructional supervision is being done in the secondary schools.

2. **Limited Educational Resources:** The issue of scarce resources is an economic one that attempts to rationalize spending in order to avoid waste. Effective instructional supervision however would be difficult to carry out if the funds that are supposed to be available are not there. School administrators as well as instructional supervisors would require certain resources to put things in order before supervision; non-availability of such resources would affect the supervision exercise.

3. **Administrative Issue:** Administrative inadequacies emerge when planning fails to specify the scope of responsibilities and results that instructional supervision is expected to bring about in a school. Thus, detail planned visits should be made known to the supervisee and the agreement reached between the supervisor and supervisee on the objectives and the procedures. In other words, both instructional supervisor and school administrators must come to term if the instructional supervision is to achieve its objectives.

4. **Lack of Pre-professional Training for Supervisors:** Technical issue: One of the major challenges facing instructional supervision in Nigerian secondary schools is the issue of competence and technical knowledge of the instructional supervisors. Most often than not, in Nigeria, political affiliation at times dictate who get a particular assignment without recourse to the technical competence of the person. Evidence from previous studies revealed that some instructional supervisors lack knowledge and competence to carry out the exercise. Some instructional supervisors were appointed based on their level of involvement in the government of the day and not as result of their skills they possessed<sup>52</sup>.

5. **Corruption among major Stakeholders in the School System:** Both the school administrators as well as instructional supervisors are found guilty in this regard. Unholy collaboration between the supervisor and the school administrators on account of funds meant to procure necessary materials for the school system would not augur well for instructional supervision in secondary schools. When funds are misappropriated in schools, instructional supervisors are in the best position to identify this problem but if they are been duly rewarded, such problem will continue unabated which would affect the standards that should to be achieved in the school system.

6. **Political Instability:** The frequent change of government usually brings about incessant change of government policies regarding instructional supervision. In Nigeria, it is a common thing that the successive administration always discontinues the policy and programmes put in place by the previous administration. This singular act usually affects the effective supervision of instruction in schools. In other words, inconsistent policies on how instruction in schools should be supervised and the categories of people to be involved would adversely affect and pose a big challenge to instructional supervision especially in secondary schools in Nigeria.

7. **Integration of Information and Communication Technology (ICT) in Education:** This involves the use of modern technological equipment and computer devices for the teaching and learning process. Technologies and internet offer students an alternative to traditional education in a classroom in a physical school building. This innovation has broken the traditional way of teaching and learning at all levels of education. However, with the current innovation in teaching, it is difficult for instructional supervisor to have access to how teaching is being conducted in the school system. The process of

instructional supervision has generally occurred in a face-to-face setting with teacher and administrators physically present in the same location. This traditional model of instructional is being threatened by online learning opportunities that are changing the delivery of instruction to a virtual environment. Thus, since the use of ICT permits individual student to learn at their own convenient time (asynchronous learning), therefore the current innovation in education pose a challenge to instructional supervision in the school system.

### **Concept of a Supervisor**

Effective school supervision requires a good working relationship between the supervisor and supervisee. Many problems can be avoided if there is close constructive collaboration between the supervisor and the supervisees. This presupposes that the school administrator should create a positive teaching and learning environment as well as build good school climate with high level of interpersonal relationship. School supervisors should therefore develop relationships and create school environments that enable teachers, non-teachers and students to work collaboratively and respond to change. Supervisor can be described as any certified individual assigned with the responsibility for the direction and guidance of the work of teaching staff members<sup>105</sup>. This implies that supervisor has the role of assisting the teachers to do their work better through collaborative efforts<sup>106</sup>. He is the mediator between the people and the programme. He designs various methods in performing his function of supervision in order to achieve educational objectives of the institutions under his control. Also, supervisor as a person by virtue of his functions, carry out duties, which deal with managing both human and material resources within the school system and how they can be best utilized. In other words, supervisor is expected to assist in

the learning environment to maximize the available resources to achieve the set goals. Also, he is anyone assigned the function of helping others (teachers) to improve on their instructional competencies<sup>107</sup>.

### **Qualities of a Good Instructional Supervisor**

A supervisor is someone in position of authority or leadership who possesses the skills and abilities to provide, control and direction for desirable objectives thus maintaining a balance of the curriculum methods and other instructional problems. He is someone formally designated to the school to interact with teachers in order to improve the quality of teaching and learning by students<sup>108</sup>.

In view of the functions of supervisors in instructional supervision, there is need to discuss the qualities of a good supervisor in a school system<sup>106</sup>.

1. He should be honest, objective, fair and firm.
2. He has to be open and democratic;
3. He should be approachable;
4. He has to be creative, imaginative and innovative;
5. He has to be a good listener and observer;
6. He should be friendly, courteous and consistent in his interactions with teachers and others;
7. He should be an educational facilitator.
8. He must have enough energy and good health;
9. He must have good leadership style;
10. He must possess ability to get along with people;

11. He must possess sound knowledge and technical in his own area of specialisation;
12. He must develop positive attitude towards management; and
13. He should have good communication skills.

## **2.2 Theoretical Framework**

### **2.2.1 McGregor Theory X and Y**

This study is based on two theories namely, theory X and theory Y. These are theories of human work motivation and management. They were created by Douglas McGregor while he was working at the MIT Sloan School of Management in the 1950s and it was developed further in the 1960s. McGregor's work was rooted in motivation theory alongside the works of Abraham Maslow, who created the hierarchy of needs. The two theories proposed by McGregor describe contrasting models of workforce motivation applied by managers in human resource management, organization behavior, and organization communication and organization development. Theory X explains the importance of heightened supervision, extreme rewards and penalties while Theory Y can affect employee motivation and production in different ways and managers may choose to implement strategies from both theories into their practices. McGregor (1960) postulates dichotomous views of the attitude of managers towards employees. The assumption of the two theories present diverse perception of the relationships between some managers and their subordinates in an organizational life. These theories are relevant to instructional supervision because if one understands how people in an organization are likely to behave and the actions that are likely to elicit certain forms of behavior from people, then one will be in a better position to function as a supervisor and bring about effective teaching. To use the theory for

this study, the principals and other supervisors represents the managers while the teachers represent the employees. Supervisors should understand that there are teachers who are self-motivated since they yearn for self-actualization. Such ones do not need to be pressurized to work as propounded by Theory Y. On the other hand supervisors are sensitized towards the other group of teachers who lack self-initiative as they have an inner dislike of work and who will only work out of their self-interest. In such a case supervisors are to be firm and use force on the teacher in order to get work done<sup>109</sup>.

### **Theory X (Work/Instruction Centered Approach)**

McGregor (1960) was burdened on how to increase organizational efficiency and effectiveness and rested his perception on the attitude of human beings to work with the following assumptions:

- i. That the average human being has an inherent dislike for work, and will avoid it if possible.
- ii. Because of this inherent dislike for work, most employees must be coerced, controlled, directed or threatened with punishment to get a job done.
- iii. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

Arising from these theories, two types of teachers can be identified: Theory X as incompetent teachers and theory Y as competent teachers.

An incompetent teacher possesses the characteristics of theory X. He is lacking in the requisite skill and attitude needed for the overall achievement of educational goals. Incompetent teachers are characterized by incessant complaints arising from parents, students, teachers and the community. They are identified by disorderliness in classroom management as well as reluctance in completion of duties assigned to them such as filling in

professional records. In this regard, a teacher being supervised will be reluctant to be observed in class teaching and will be unwilling to avail their professional documents to the supervisor for perusal and /or avail it only when it suits them to do so. Furthermore, such teachers will have a negative attitude towards instructional supervision since they have a preconceived idea that the supervision is intended for fault finding purpose and/ or that it is a means for the supervisor to take punitive action against them. It is the duty of the supervisor to apply the professional knowledge and skills to salvage this agonizing situation. It is recommended that the supervisor should exert some degree of authority and influence on the supervised. He should possess some knowledge and teaching skills if he is to exert any influence on the teacher (stimulate teachers to action). He should be democratic in nature so as to give each and every teacher a sense of belonging. He should be an authority in authority. Equally, the supervisor should be quick to reward those teachers who accomplish the expected tasks so that they can be motivated to do more. This has an implication that principals as supervisors must be apt in their duty by frequently observing teachers in class teaching, check their professional records promptly so as to counter any sabotage, work diligently to correct and shape teachers negative attitude towards instructional supervision as well as involve them in workshops, seminars and clinics on instructional supervision. This kind of sensitization in the long run opens up the teachers towards what is involved in instructional supervision and how best their teaching effectiveness can be enhanced. It is no wonder then that it was observed that it is generally believed that if teachers are left to themselves they may not try to develop their teaching skills, hence the applicability of this theory to the study. This theory is fruitful as it allows the supervisor to draw boundaries along which tasks have to be accomplished by teachers and by it, supervisors can easily

identify teachers who out rightly go against their expectation and as such take punitive action against them to make them comply with the laid down guidelines. It should however, be noted that over use of authority and coercion could easily result to threats and these in turn build resentment in the teachers, who then out rightly decide to be unruly and unmanageable as they conceive work to be a punishment. So the supervisors have to subtly enforce their authority. Equally, not all teachers inherently dislike work. There are those among them who are naturally inclined to work, hence the need for the second theory as follows:

### **Theory Y (Employee/ Teacher Centered Approach)**

McGregor (1960) presented theory Y in a different perspective about the relationship between managers and employees. According to him theory Y is based on the following assumptions.

- i. The expenditure of physical and mental effort in work is as natural as play or rest. The average human being does not inherently dislike work.
- ii. External control and threat of punishment are not the only means for bringing about organizational objectives. Man will exercise self-control and self-direction in service in which he is committed.
- iii. Commitment is a function of reward amongst others.

The assumption of theory Y encapsulates the principle of integration. The most important aspect of this principle is the creation of acceptable condition that will facilitate the attainment of individual and school goals. This theory is synonymous with competence. A competent teacher is effective and efficient and will always exhibit acceptable organizational behavior. He or she will always strive to meet the requirements of effective teaching and will always embrace supervision of instruction as being essential for his/her professional growth

and development. Such a teacher does work for self-actualization as evident in Maslow hierarchy of need. Hence, he or she does not see his or her work as a punishment; such teacher discharges his or her duties effectively and satisfactorily. Supervision of a competent teacher will no doubt provide a moment of joy for both the supervisor and the supervised. It is assumed that the supervisor is more knowledgeable than the supervised in both content and pedagogy. Teachers who naturally like work are always inclined to working. They will prefer to be observed as many times as is practicable, they will willingly and promptly surrender their professional documents to the supervisor for perusal with little or no coercion. Such teachers will prefer collaborative and directive – informational types of supervision and with them supervisor can take the risk of the non-directive type without fear of sabotage. They have no fear of fault finding nor victimization since their attitude towards IIS is positive and they willingly attend conferences, workshops, seminars and clinics on instructional when opportunity is accorded to them. This equally has a bearing on their supervisors. In terms of frequency, their supervisors will enjoy having classrooms visits as often as possible since the teacher do not detest these but rather derive pleasure in being observed teaching. They frequently go through the teachers professional documents, students note books and academic reports without fear of being misconstrued as fault finders by teachers since the teachers have a positive attitude towards it. They will appropriate collaborative and directive informational types as well as non-directive since the teachers have an inner drive for work. They also get out of their way to create numerous sensitization programs on instructional supervision without fear of wasting the resources allocated to them. All they are required to do is to create acceptable conditions that will facilitate teaching effectiveness for these teachers who are committed to their work.

However, theory Y is not flawless. It gives ground to the supervisors to take off their hands from tasks in the presumption that tasks will be accomplished, this creates a leeway to teacher to tow their own line and soon or later the school loses clear boundaries within which supervisory tasks have to be accomplished. As such there are no rigid guidelines at work. This ultimately leaves room for error in terms of consistency and uniformity. For instance teachers may come up with their own format of filling in the records of work books.

In view of this, the two theories should work hand in hand so as to create a balance. Every school set up has both types of teachers. There are those who have an inner dislike for work and will thus require measured force in order for their teaching effectiveness to be stepped up. On the other hand there are those who do not need external control and threat of punishment are not the only means of bringing about their teaching effectiveness, they can exercise self-control and self-direction since they are committed. With this kind of understanding supervisors are better placed to create a balance as they accomplish their duty in as far as frequency of supervision, type of supervision to use, teachers attitude towards supervision and sensitization of teachers towards supervision are concerned in bringing about teaching effectiveness.

### **2.2.2 The Psychological Theory of Supervision**

Another theory adopted by this study is the psychological theory of supervision which was discovered by Planturroot. His theory, psychological theory of supervision, was used to highlight the principal's role on educational supervision. The theory explains that within an institution, there is a group of employees where at least one of them stands out as the leader and he or she is the one who supervises the others. Usually, someone has appointed this person. Anywhere in the world, in order to have a purposeful organization, someone within

should oversee the transitional processes of that organization. The supervisor is the overseer in most organizations and many times delegate duties to others within the organization<sup>110</sup>. Analyzing the educational arena, supervisors seek to improve schools, classroom instruction and the growth of the organizational body by using one of the three philosophies: Essentialism, existentialism and experimentalism<sup>111</sup>. These three philosophies determine the manner in which supervisor will direct the body of the organization.

1. Essentialism Philosophy is a philosophical approach which assumes that people and things have natural and essential common characteristics which are inherent, innate and unchanging. Essentialists believe that teachers should try to embed traditional moral values and virtues such as respect to authority, perseverance, fidelity to the duty, consideration for others and practicality and intellectual knowledge that students need to become model citizens. They argue that classroom should be teacher – oriented. The teacher should serve as an intellectual and moral role model for students. The teacher or administrators decide what is most important for the students to learn with little regard to the students interests. However, essentialism in term of supervision emphasizes the supervisors the person who teaches truth about teaching to teachers. An essentialist philosophy is premised on the supervisor being the expert on instruction and therefore major decision – making responsibility. Supervisor should be the most knowledgeable about those absolute standards. Teachers are then handled mechanically to systematize and feed contents to students. In nut shell, in this philosophy, supervisor has the absolute standards and teaches the truth, he has all the authority and therefore leads in the authoritative manner. The problem is that there is very little room for collaboration from the rest of the employees in the organization. The limits growth of teachers and students. Existentialism philosophy approach holds onto the goals of the

organization but the accomplishment of these goals is clearly by supervisors' facilitation of teacher<sup>112</sup>.

2 Existentialism Philosophy: existentialists believe that every individual is unique and education must cater to the individual differences. Therefore, the objective of education is enable every individual to develop is unique qualities, to harness his potentialities and cultivate his individualities. Furthermore, an existentialist classroom typically involves the teacher and school laying out what they think is important and allowing the students to choose what they study. All students work on different, self-selected assignments at their own paces. The approach holds onto the goals of the organization but the accomplishment of these goods is clearly by supervisor's facilitation of the teachers.

3 Experimentalist Approach: This approach believes that things are constantly changing. It is based on the view that reality is what works right now and that goodness comes from group decisions. As a result, schools exist to discover and expand the society we live in. experimentalist teachers like to experiment. They don't like to have things the same all the time. Here, supervisors hold onto their goal of school improvement, classroom instruction improvement and organizational growth. This approach allows the participation of everyone in the organization in decision making. This encourages the involvement of everyone and also collective action and therefore supervision becomes developmental. This way the teachers and student grow and at the same time supervision is improved.

The psychological theory of supervision is applicable because the school is an organization with the principal's role being pivotal in improving classroom instruction and institutional growth. Supervision is not a specific role but a systematic method of meeting the

needs of a school and accomplishing of a school. It should therefore be designed to improve the school environment and should lead to growth of the school.

### **2.2.3 The System Theory**

The provision of quality secondary school education by upholding established standards can be examined from the general systems theory perspective. This is because the secondary school education production function is a system of human resources, physical resources, methods, procedures and processes working together in a definite environment to deliver desirable outputs. Within the system, non-conformities do occur. These non-conformities imply deviations from the set standards or norms, therefore a problem. By locating where they occur within the system and the causes thereof, solutions can be found. This will enhance the efficiency and effectiveness of the system.

The idea of systems theory was originally advanced by Ludwig Von Bertalanffy in the 1930s and after the Second World War II. As a practicing biologist, Bertalanffy was interested in developing the theory of “open systems”. This means, an attempt to understand how systems exchange matter with the environment as observed in every ‘living system’. The systems theory is an interdisciplinary theory about every system in nature, in society and in many scientific domains that provides a framework to investigate phenomena from a holistic approach. In the case of a Secondary School, this may be the whole institution, academic division or department. The theory’s concept of open system was applied to the organization in 1966; however, this advanced the perception of organizations as open systems. In an extended theory of living systems, organizations and societies were identified as part of the systems, though there were irregularities in the system’s environment, the systems are able to maintain their own regularity. This suggests that, environmental

disorders do not necessarily disrupt the functioning of systems. By deduction, once standards are instituted in the school provision system, they can be gradually attained despite opposing forces within the system's environment. By and large, a system denotes a set of parts that are interrelated so as to function as a whole in order to achieve a common purpose. For example; school organizations with all their institutional components that make them function as a whole. All organizations are open systems in that they interact with their environment to survive. The basic system theory of organizations is made up of five major components: inputs (a transformation process), outputs, feedback, and the environment. In this theory, inputs encompass the material, human, financial, or information resources required to produce goods and services of varied quantities and qualities. The transformation process involves the application of production technology by management to change the inputs into outputs. The outputs are the tangible products and services of the organization that possess a market value or user utility.

### **Use of Systems Theory in Education**

The systems theory is analogous to education production function. Education has a high-priority function in the production of human resources, and that the production function is a relationship between the amount of input and intervening factors to produce a certain good, with consideration to its quality. An education production function therefore represents a functional relationship between school and students inputs to an associated measure of school outputs. To ensure the production function adequately addresses the demands of society, education policy makers and managers must determine clear and precise objectives; and select the inputs and strategies that will be transformed through the productive process into a qualified product; possessing certain competences in

form of skills, abilities, and knowledge that can be transferred to the productive sector of the economy with efficiency and effectiveness. A study on the role of teacher quality in education in the education production function established that, variation in teacher quality is an important contributor to student achievement.

However, this study will be based on system theory; the reason is that the concept of general system is a functional analysis of all the sub-units interacting and interrelating to function as a whole system. It is a functional analysis of sub-systems which seeks to explain the character of the system as a whole. Synergy is one of the aspects of system concept; it is a collective effort that is more than a single effort. The expression of synergistic function connotes a derive demand function where its sub-units of the system is dependent on one another to function. A system is any ordered interrelated set of things and their attributes, linked by flow of energy and matter, as distinct from the surrounding environment outside the system. The elements within a system may be arranged in a series or interwoven with one another. A system comprised any number of subsystems. Within Earth's systems, both matter and energy are stored and retrieved, and energy is transformed from one type to another. Specifically, the systematic approach to school as a formal organization sees the organization as a purposeful system composed of interactive parts, rather than dealing separately, the approach gives the administrators the opportunities to look at the various components of the organization in a large external environment working together towards a predefine objectives. Therefore, system theory is the best to describe the school as a formal organization via student-teacher relationship.

#### 2.2.4 Walberg's Theory of Educational Productivity

This study is anchored on Walberg's theory of educational productivity (Academic Achievement) that was tested as one of the few theories about academic achievement. This theory suggests that the psychological characteristics of the students and their immediate psychological environments influence their educational outcomes (cognitive, behavioral, and attitudinal). This is considered as the educational process goals as well as achievement goals to increase educational productivity. Within these approaches, the main point is that there are circumstances that can influence student's academic achievement. Walberg identified nine key variables that can influence educational outcomes: student's ability, motivation, age and stages of development, quantity of instruction, quality of instruction, classroom climate, home environment, peer group, and exposure to social media outside of school<sup>113</sup>. First is student's ability. As suggested by Walberg, student's ability can influence educational outcomes for it shows the quality and skill of a student for being able to perform physically and mentally in school. A student's ability is in a major factor for the success in achieving a good academic performance of a student. A student may have abilities such thinking, perceiving, problem solving, and remembering which has a great contribution to their achievement in school. These abilities are beneficial in certain situations or particular tasks that could help a student attain greater performances at school.

Further, Motivation has been shown to positively influence study strategy, academic achievement, adjustment and well-being in students in domains of education other than medical education. Students need motivation to influence them to do tasks willingly. In this case, students tend to have a reason to act and respond quickly without being asked and to work hard thinking about the thing that motivates them. As observed, students who are most

motivated to learn and excel in classroom activities tend to be the highest achievers. Conversely, students who have little interest in academic achievement are at high risk for dropping out before they graduate from high school. Third, age and the stages of development influence the educational outcomes. Fourth is the quantity of instruction wherein it explains that the impact of the amount of instruction on a student's achievement depends on the total hours spent in school which do not significantly impact the student's outcomes unless the hours are unusually low or high. But not all time is equal. The actual time students spend engaged in a specific subject is critical. Over a years, conventional wisdom increases in the length of the school day and school year to improve the student's performance in school. Unfortunately, the evidence is not just there to support these efforts. Classroom time must be divided between time spent on instruction and time-off tasks (lunch, recess, moving from one class to another) and teachers need to ensure that an adequate amount of academic instruction is executed using quality instructional methods. Fifth is the quality of instructions which refers to the use of teaching approaches in the classroom to provide individual learning needs of all students. Quality of instructions has a big impact to the student's academic achievement because it shows the level of the teaching skills of a teacher in teaching his students. A quality teacher is one who has a positive effect on student learning and development through their content mastery and communications skills. They are life-long learners and teach students with commitment. They transfer knowledge by learning process through good communication, knowledge about child development, and the ability to meet student needs. They support students in achieving their goals in life. They establish an environment for an effective learning, in school. By these, quality of instructions has a big impact to the student's academic achievement because it shows the learning of the students

based on teaching strategies of a teacher. Sixth is the classroom climate which includes the mood, attitude, standard and tone that the students feel when they are inside a classroom. A negative classroom climate can feel out of control while a positive classroom climate feels safe and supportive. Classroom climate as “the intellectual, social, emotional, and physical environments in which our students learn. Climate is determined of interacting factors that include faculty-student interaction, the tone instructors set, instances of stereotyping, the course demographics, student-student interaction, and the range of perspectives represented in the course content and materials.” By these factors, the educational outcomes of a student will be affected. Classroom climate is affected not only by blatant situations of inequality directed to a person or group of people, but also by smaller, not obvious "micro inequalities" that can accumulate to have negative impacts on learning. Seventh variable is the home environment. Home environment refers to aspects of people’s domestic lives that contribute to their living conditions. It provides not only the hereditary transmission o development of the child, but also the environment in terms of interpersonal relationship and education status. However, education at home must also strive to achieve the desired objectives because it can also affect the performance of a child in school. These factors may be poverty, psychological conditions due to parenting, and social circumstances. Parents who provide a warm, responsive, and supportive home environment can motivate their child to excel more in school. On the other hand, the academic performance of a student could be affected negatively if their parents don’t provide their basic needs. Eighth is the peer group. Peer group is a group of people that shares the same interest and has the same age and status. Most people agree that friends matter not just for personal wellbeing but also for achieving goals in life. Peer group usually happens inside a classroom where you can find someone with the

same interest and age. Each student influences his/her classmate. A less disciplined student is more likely to disrupt his/her classmate and forcing the teacher to focus more on disciplining rather than discussing. Some researchers maintained that peer groups have an even stronger influence than parents, although that extreme position has been refuted by other researchers. Peer group can contribute to low academic achievement.

Lastly is the mass media. Mass media has evolved significantly over time. It has also played a major role in enhancing socialization and grades improvement of a student. However, mass media could affect the performance of the student negatively for the reason that mass media is widely used by the students nowadays. Because of this, many children are taking most of their time in mass media that leads to getting poor grades and low academic performance of a student. With these disquisitions, we can distinguish how these identified key variables could affect specifically the academic performance of students. It also means to appear that the essential factors may substitute, compensate, or tradeoff for one another in diminishing rates of return: for example, immense quantities of time may be required for a moderate amount of learning to occur if finance, motivation, ability, or quality of instruction is minimal.

## **2.3 Review of Empirical Studies**

### **2.3.1 Classroom Visitation and Academic Achievement**

Education is an important part of human life as well as human resource development. This aspect of human life has also been one of the most affected areas. Scholars have worked on various aspect of education, among which are factors affecting students' academic achievement and the way out. Classroom visitation or observation, being a method of

supervision adopted by secondary school principals, has proven to be a viable technique for ensuring teachers mastery of the subject matter, application of teaching strategies and aids, classroom management among many others. Many researchers reported benefits of both the school and students in terms of favourable academic achievement when principals adopted classroom visitation as a method of supervision. In addition, a study on perceived influence of instructional supervision on students' academic performance in secondary schools in Makurdi Education Zone of Benue State established the relationship between instructional supervision and students' academic achievement. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. Descriptive survey design was adopted for the study. The population of the study comprised 1768 teachers in the 89 public secondary schools in Makurdi Education Zone of Benue State. A sample of 265 teachers from 13 public secondary schools was used for the study. A 10-items structured questionnaire titled, "Instructional Supervision Questionnaire" (ISQ)" was used for data collection. The instrument was validated by two experts; one from Educational Management, and another from Measurement and Evaluation, Benue State University, Makurdi. The reliability of the instrument was ascertained through a trial test which yielded a Cronbach Alpha co-efficient of 0.92. This was considered high enough to be used for field study. Mean and standard deviation were used to answer the research questions and Chi-square ( $\chi^2$ ) test of goodness of-fit was used to test the null hypotheses at 0.05 level of significance. The findings indicated that classroom visitation and classroom observation has significant influence on students' academic performance in secondary schools in Makurdi Education Zone of Benue State, Nigeria. It was concluded that Instructional supervision is very important in enhancing students' academic performance. This is because, through instructional supervision, teachers

are compelled to wake up in their slumber and also make students sit up in their studies. This tends to enhance their academic performance in both internal and external examinations<sup>114</sup>.

Another study on principals' classroom visitation and its influence on teachers' pedagogical practices in public secondary schools in Bauchi State, Nigeria was carried out. The study sought to determine the influence of principals' classroom visitation on teachers' pedagogical practices in public secondary schools of Bauchi state, Nigeria. The objectives that guided the study, were first, to examine principals' implementation of classroom visits in public secondary schools; secondly to find out the effect of principals' classroom visitation on pedagogical practices of the teachers and make recommendations for improvement of teachers' pedagogical practices. A descriptive cross-sectional survey design was employed for the study. The participants in the study comprised 29 principals and 385 teachers randomly selected from the public secondary schools in Bauchi state. Questionnaires and document observation checklist were used for data collection. Descriptive and inferential statistics were employed to analyze the quantitative data with the aid of SPSS. The qualitative data were analyzed using thematic techniques. Simple linear regression analysis was used to test the research hypothesis at  $\alpha = 0.05$  significance levels. Findings of the study revealed that the majority of principals in public secondary schools in Bauchi state did not execute procedural lesson observation. Also, most principals did not provide teachers with feedback on observed instructions. Furthermore, regression analysis revealed that the principals' classroom visitation has statistically significant effect on teachers' pedagogical practices in public secondary schools ( $R^2 = .138$ ,  $F(1, 373) = 59.691$ ,  $p < .05$ ). Given this evidence, the null hypothesis that principals' Classroom visitation does not significantly influence teachers' pedagogical practices was rejected. And the alternative hypothesis that

principals' classroom visitation significantly influences teachers' pedagogical practices was accepted. The study recommends that Ministry of Education Bauchi state should provide a specific in-service capacity building for principals on techniques of organizing and conducting procedural classroom visits to enhance instructions<sup>115</sup>. Furthermore, a study on influence of principal class visitations practices on students' academic performance in Kenya Certificate for Secondary Education (KCSE) in public secondary schools in Mashuru Sub-County. The purpose of this study was to determine the influence of principals' class visitations practices on students' academic performance in KCSE in public secondary schools in Mashuru Sub-County. According to the records from the office of the Kajiado County Director of Education, the performance of students in KCSE in Mashuru Sub-County has not only been poor but also spiraling downwards. The region has only produced 23 students attaining a grade of C+ in a period of four years. The poor performance calls for a scrutiny of what could be the cause to this status quo. There was therefore need to establish whether despite all efforts put in place, the students' academic performance in KCSE was still declining. The study utilized a descriptive research design. The target population consisted of 45 principals, 540 teachers and 585 student leaders. Purposive sampling was employed to select 13 principals while simple random sampling was used to 54 teachers and 56 student leaders. Data was collected by use of interview schedule for principals and questionnaires for teachers and student leaders. The collected data was analysed using descriptive statistics which consisted of frequencies and percentages with the help of SPSS version 27. The study established that principal management practice on teacher professional records had some influence on student academic performance in KCSE in public secondary schools. The study established that the full impact of the principals' class visitation practices

on students' academic performance was not achieved as the frequency of conducting this practice was below par. The principals had no definite time of visiting classes due to other administrative duties which played a negative role in influencing students' academic performance in KCSE in public secondary schools in Mashuru sub-county. Leading to missing of lessons, late reporting of students to school, and chronic absenteeism among students. The study recommends that the Boards of Management of schools in Mashuru Sub-County should conduct awareness programmes among parents so that they can have an understanding of the importance of education. This way they will be motivated to take their children to school on time and to encourage the learners to pursue academic excellence. The Teachers Service Commission should also appoint, promote and deploy principals, deputy principals and senior teachers trained in instructional supervision. This will enlighten the principals on the importance of class visitation as it would aid in boosting class attendance for both teachers and students and thereby improving performance in the long run<sup>116</sup>.

In the same vein, a work titled principals' instructional supervision for improving the academic performance of students in secondary schools in Orumba South LGA. The study examined the principals' instructional supervision for improving the academic performance of students in secondary schools in Orumba South LGA. A total of 2 research questions were formulated to guide the study. The population comprised of all the 405 teachers in all public secondary schools in Orumba South LGA of Anambra State. The sample size was 200 respondents. The instrument for data collection was a questionnaire which was validated by 3 experts from Nnamdi Azikiwe University. The reliability coefficient was 0.70 which was determined through test-retest method. The data was analyzed through mean rating and it was found out among other things that principals' classroom visitation and curriculum

implementation influence student's academic performances in Orumba North LGA. Based on the findings it was recommended among others that there should be compulsory and regular training of principals on classroom visitation, curriculum implementation and other instructional supervision techniques in their various schools<sup>117</sup>.

### **2.3.2 Team-Teaching Practice and Academic Achievement**

Over the years, results of researches have shown that when students are taught by a group of teachers, it allows both the students and teachers to experience and benefit from a wide range of learning style, teaching techniques and data-driven instruction, while promoting inclusion and a sense of community among a unique group of people working towards the same goals of success and growth. One of such studies was done on effect of team teaching method on secondary school students' achievement in trigonometry in Bida Educational Zone, Niger State. The study investigated effect of team teaching method on students' achievement in trigonometric. A quasi-experiment approach was employed. Two research objectives and research questions were raised and answered in the study as well translated into hypotheses. A total of 200 senior secondary school two students were randomly selected from two schools in Bida Educational Zone. Data for the study was collected using Trigonometry Achievement Test (TAT) which was developed by researchers and validated by mathematics educators' experts from Department of Mathematics Niger State College of Education, Minna. After their careful observations, modifications were made. And its reliability index was 0.82 established using test-retest methods. The obtained data were analyzed with t-test statistics for research results. Students taught trigonometry through team teaching method performed significantly better than students taught by a conventional method. It was therefore, recommended among others that every reasonable effort should be

made to encourage teachers to adopt team teaching method in the process of teaching trigonometry concepts. That adequate teaching material should be made available for teachers who will encourage using team teaching<sup>118</sup>. A similar research was carried out in Kenya by on effect of team teaching method on Students' achievement in Mathematics in Mumi as Sub-County Kenya. The study investigated the effect of team teaching method on students' achievement in Mathematics in Mumias Sub-County, Kakamega County, Kenya. It was discovered that achievement in Mathematics has been discouraging over the years. The conventional way of teaching Mathematics has not been able to solve the problem of poor performance in Mathematics, hence the purpose of the study. The design used was pre-test, post-test non-equivalent control group design. The research was guided by one objective and one hypothesis. The sample of the study comprised two hundred and seventy two (272) students in 6 public secondary schools in Mumias Sub-County selected randomly from 39 schools. Students in 3 schools (132) were taught using the traditional method (one teacher in class) while students in the remaining 3 schools (140) were taught using Team Teaching Method. Descriptive statistics used were mean and standard deviation, while inferential statistics used were t-test, Sheffe Post Hoc Analysis and ANOVA. The findings of the study show that there is significant difference in the mean achievement scores of students taught mathematics using Team Teaching Method and those taught with conventional method. Base on the findings of the study, recommendations were made for teachers to adopt team teaching method in teaching Mathematics<sup>119</sup>.

Also, a work on how team-teaching practice can affect students' academic achievement in English language comprehension and how the effects vary across gender was carried out. The study employed non randomized pretest-posttest control group quasi

experimental design. Intact classes were therefore assigned to the experimental and control groups. The population consisted of 5,171 senior secondary two students made up of 2,407 males and 2,764 females in Onitsha education zone of Anambra State. A total of 189 students (97 males and 92 females) randomly selected from four public secondary schools constituted the sample. Two of the schools selected were used as experimental group while the other two were used as the control group. Two research questions and three hypotheses guided the study. Data were collected with one comprehension passage. Data generated were analysed using mean and standard deviation to answer the research questions while Analysis of Covariance (ANCOVA) was used to test the hypotheses. The major findings showed that the students taught English language comprehension with team teaching approach achieved significantly higher than those of the control group who were taught with single teacher teaching approach. The female students in team teaching approach group achieved significantly higher than their male counterparts. Based on the finding of this study, it was recommended that team teaching approach should be adopted as a more effective approach to teaching and learning English language comprehension in public secondary schools to enhance academic achievement of students in the subject<sup>120</sup>.

### **2.3.3 Class Size and Academic Achievement**

Overpopulation in classroom reduces teaching effectiveness, it will put more burden on the teacher, due to the fact that the teacher cannot devote much time on a particular students, when the teacher are able to devote more time to each student, they can figure out the best way to solve each student's problems in order to ensure the desired academic achievement. It has been reconfirmed over the years that overcrowding has complicated classroom seating arrangements to the point where the number of students exceeds the

number of seats available. There have been many researches on this subject to prove the relationship between class size and student academic achievement.

A study on impact of classroom size on academic performance of secondary school students in Enugu North Local Government Area of Enugu State aimed at examining the impact of classroom size on academic performance of secondary school students in Nigeria. The specific objectives studied include the following: To investigate the effect of class size on the educational performance of secondary school students, to determine the extent to which the class size affects the manner in which teaching and learning is mediated in secondary schools. The research design used in this study is the survey research design. The design of the study was carefully carried out to suit the purpose of the research project using primary source of data. The population of this study consists of teachers in public secondary schools in Enugu North Local Government Area. The population, according to the census figure released by the Post Primary School Management Board (PPSMB) in 2015 is given as, nine (9) secondary schools in Enugu north LGA, seven hundred and sixty one (761) teachers. (PPSMB 2015), Data treatment method was by use of tables. Based on the findings of the study, it was concluded that large class size contributes to poor academic performance, it results to poor teaching methods, instructional materials are not used properly in a large class size because, it is very hard for the teacher to show the students the instructional material especially those at the back. Some of the recommendations made in the study include that; Policy makers should consider as a matter of priority the issue of increased funding of secondary school education in Nigeria. Increased funding will help to ameliorate problems facing academic performance in secondary schools, School supervisors and inspector should concentrate more on the number of students in each class and avoid overcrowding in

classes<sup>121</sup>. Also, a study on relationship between class size and students' academic performance in English Language. The study deals with the relationship between class size and students' academic performance in the English Language. The study's main objective is to determine the correlation between class size and students' English language outcomes. A combination of survey and correlation research designs was used for the study. The population of the study comprised 2003 SS II students in the selected public schools in Maiduguri Metropolis, Borno State, Nigeria. Four hundred students were randomly selected for the study. Structured questionnaires and proforma were used for data collection. The questionnaire was used to collect self-reporting data. Proforma was used to obtain students' terminal examination results in the English Language. The data collected were analyzed using Multiple Regression Analysis. The finding revealed a strong correlation between class size and students' academic performance in the English Language. Therefore, it is recommended that schools should be provided with spacious classes to accommodate the rapidly increasing population of the students<sup>79</sup>. In a similar study in Tanzania on impact of class size and students academic performance in public secondary schools, Kwimba District Council, Mwanza, Tanzania. The study sought to explore the impacts of class size and students' academic performance in Kwimba District in Mwanza, Tanzania. The objectives were to examine the negative effects of class size on students' academic performance, and the challenges teachers face in managing large class sizes to enhance students' performance in public secondary schools in Kwimba District. The researcher adopted Constructivist Learning Theory and Socio-constructivist to guide the study. Also, it used a mixed research approach in a convergent parallel design to collate and analyze data from the field. In the same vein, the researcher used interviews and questionnaires to get data from the participants.

To seek validity and reliability, the instruments were examined through a split-half system to get 0.82 correlation co-efficiency which validated the data collection tools. The process involved both quantitative and qualitative data which later were presented and analyzed through the aid of SPSS. The researcher analyzed qualitative data through content analysis by assigning data into themes, categories, integration, and summarization of the findings for report writing. In examining the negative effects of class size, findings indicated that big or small class size has an impact on students' performance and students do not perform well in big classes as it caused resources to be inadequate, lowers student performance, and ineffective classroom instructions. Also, the study ascertained the challenges teachers encountered in big class sizes, the result showed there are ineffective instruction in the classroom, failure to manage the class effectively and disruption of students in the teaching and learning process<sup>77</sup>.

#### **2.3.4 Non-Assignment and Academic Achievement**

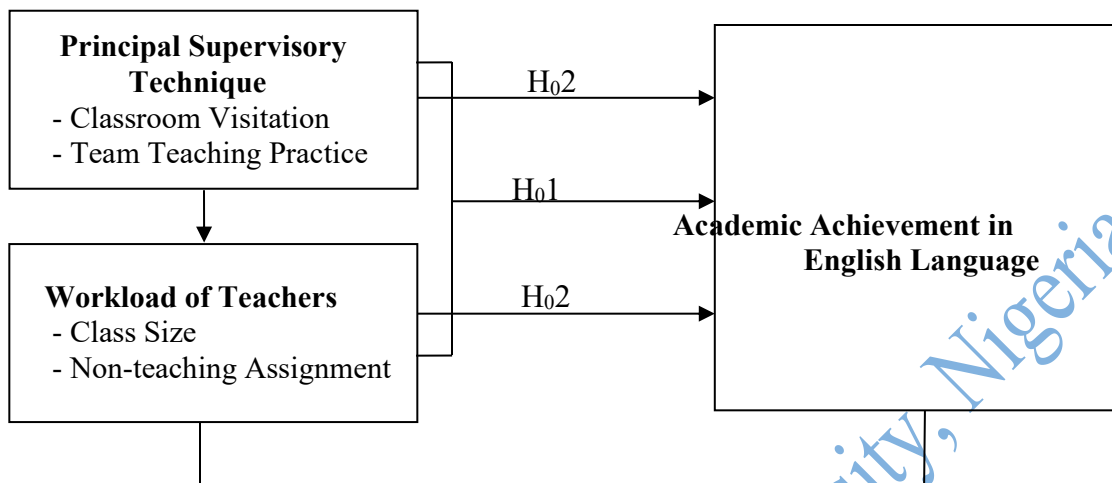
Broadly speaking, the function of teachers is to help students learn by imparting knowledge on them and by setting up a situation in which students can and will learn effectively, but the truth of the matter is that teachers are not only involved in teaching activities alone, they are also engaged with non-teaching assignment which most of the time take much of the time needed for preparation and teaching per se. This situation has in no small dimension affected the students' learning and at large their achievement. This has prompted many researchers to delve into the impact of this factor on the overall academic achievement of the students. In Pakistan, a study was conducted on perceived impact of non-academic teaching assignments: perceptions of secondary school teachers. It was aimed at investigating the effect of additional non-teaching duties on teachers' performance at secondary level. It was a

quantitative research and survey was used to collect data. The population of the study was secondary school teachers of district Lahore and district Chiniot. The sample for the study was selected through convenient sampling. A sample of 40 schools was selected and data was collected from 620 male and female public-school teachers using an instrument having Likert scale items. Descriptive and inferential statistics (independent sample *t*-test and one-way ANOVA) were used to analyze the data. The results of descriptive statistics show that teacher performance was affected by additional non-teaching duties. An independent sample *t*-test was used to assess the difference in teachers' perception about effects of additional non-teaching duties on the performance of teachers on the basis of gender. Female teachers perceived more effects of non-teaching duties on their performance as compared to male teachers. No significant difference was found on basis of location. On the basis of sub-district, overall, teachers from Shalimar town experienced more effects of additional non-teaching duties on their performance as compared to teachers from other cities. On the basis of designation, elementary school teachers perceived more effects of additional non-teaching duties as compared to secondary school teacher (SST) and subject specialist (SS). On the basis of qualification, teachers having qualifications of MSc and MPhil suffered more from additional non-teaching duties. On the basis of teaching experience, teachers having teaching experience of 16 to 20 years and more than 20 years experienced more effects from additional non-teaching duties as compared to teachers belonging to other groups<sup>51</sup>. In the same line, a study was carried out in India on impact of non-academic responsibilities of teachers on teaching quality. The study submitted that teaching quality in an education system becomes the foundation and roadmap to the development of young people and the country at large. If the quality of education declines, the country's productivity also declines.

Whatever the type of education institutions running in the country must emphasize on improving the quality of education they are intended to provide. It can be noticed that many education institutions are becoming commercial and mainly focusing on getting grades, certifications, rankings and recognitions. However, the aim of their study was to examine the impact of non-academic responsibilities on the quality of teaching. For this purpose, the study adopted a descriptive research design to analyze the collected data from the teachers teaching in higher education. The study observed that non-academic responsibilities are significantly influencing on teaching quality in India. Thus, higher education institutions and regulators should work together to bring policies, strategies and methods to balance academic and non-academic responsibilities without compromising teaching quality. If this is the reality, the students' competencies for their survival will be enhanced and in turn, the overall productivity of young people will also go up for the long run<sup>122</sup>.

## 2.4 Conceptual Model

### Independent Variables



**Figure 2.1: Conceptual Model on Principals' Supervisory Techniques, Teachers' Workload and Senior Secondary School Students' Academic Achievement**

**Source: A. M Adekunle 2023**

The conceptual model in Figure 1 shows the interrelationship among the variables (two independent variables and one dependent variable) the independent variables are Principals' Supervisory Techniques which include classroom visitation, and team teaching practice, and teachers' workload which include class size and non-teaching assignments. The dependent variable is the academic achievement in English Language which was determined by the English Language Achievement test given to SS2 students. The model shows the combined and relative influence of the two independent variables (Principals' Supervisory Techniques and Teacher's Workload) on the dependent variable (Academic Achievement in English Language).

## 2.5 Summary of Literatures Reviewed

Academic achievement is important because it is strongly linked to the positive outcomes we value. Adults who are academically successful and with high levels of education are more likely to be employed, have stable employment, have more employment

opportunities than those with less education and earn higher salaries, are more likely to have health insurance, are less dependent on social assistance, are less likely to engage in criminal activity, are more active as citizens and charitable volunteers and are healthier and happier. Academic success is important because working people will need higher levels of education to tackle the technologically demanding occupations of the future.

Academically successful adolescents have higher self-esteem, have lower levels of depression and anxiety, are socially inclined, and are less likely to abuse alcohol and engage in substance abuse. Positive self-esteem and self-confidence are critical factors in commitment to academic achievement. Educationalists, instructors, and researchers have long been interested in exploring variables contributing effectively for quality of achievement of learners. These variable quantity that affect students' academic achievement are inside and outside the school. These variables are related to Principals' Supervisory Techniques such as classroom visitation, and team teaching practice, and Teachers' Workload factors such as class size, and non-teaching assignments. The reviews enlighten that the academic achievement of students heavily depends upon the school personnel (the school management and teachers) they should provide help and support to students for the quality of their academic achievement. There is a range of factors that determine the quality of academic achievement of students, but the impact of principals' supervisory techniques and teachers' workload cannot be under emphasized.

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## Chapter Three

### Methodology

This chapter provided the method and procedures that were used in this research work. It includes the following sub-headings: Research design, population of the study, sample and sampling techniques, instrument for data collection, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

### 3.1 Research Design

A descriptive survey research design was used to investigate principals' supervisory techniques and teachers' workload as determinants of academic achievement in English Language among senior secondary school students in Oyo Central Senatorial District. Descriptive survey research uses survey, questionnaire, to gather data from a sample that has been selected to represent a population to which the finding of the data analysis can be generalized. This is considered appropriate because it can generally be used to effectively investigate problems in their realistic setting.

### 3.2 Population of the Study

The population of this study covered all the 22,073 senior secondary school (SS 2) students, all 715 teachers of English Language and 213 principals in all 213 senior secondary school in Oyo Central Senatorial District, Oyo state. Oyo Central Senatorial District comprises eleven (11) Local Government Areas: Afijio, Atiba, Akinyele, Egbeda, Lagelu, Ogo Oluwa, Oluyole, Ona Ara, Oyo West, Oyo East, and Surulere. The population of SS2 students was considered because they have adjusted into senior secondary school and are not writing any terminal examination at this level.

**Table 3.1 Summary of Population of SS 2 Students in Oyo Central Senatorial District.**

LGAs	Total Number of	Total Number	Total Number	Total Number
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	<b>Public Secondary Schools</b>	<b>of SS 2 Students</b>	<b>of Teachers of English</b>	<b>of Principals</b>
Afijio	17	1152	53	17
Akinyele	34	3195	109	34
Atiba	13	2125	41	13
Egbeda	25	2992	90	25
Lagelu	23	1962	82	23
Ogo- Oluwa	14	1287	42	14
Oluyole	25	2304	80	25
Ona – Ara	21	1858	60	21
Oyo East	09	1592	41	09
Oyo West	10	1494	39	10
Surulere	22	2112	78	22
<b>11</b>	<b>213</b>	<b>22,073</b>	<b>715</b>	<b>213</b>

Source<sup>1</sup>

### 3.3 Sample and Sampling Technique

A sample represents a portion of a study's population and is utilized in survey-type research studies to reflect the interests of the entire population. Due to the impracticality of reaching all students in public secondary senior secondary schools, the study made the decision to exclusively involve Senior Secondary School Two (SSS2) students. This choice was based on the students' substantial exposure to English language learning throughout their years in secondary school, which made them suitable for providing relevant and valuable information through questionnaire responses. In Oyo Central Senatorial District, eleven local governments were available, with Oyo East having only nine schools. To maintain uniformity, nine schools were selected throughout all local governments. The sample size in each selected school was determined using Yamane's formula:  $n = N/(1+N(e)^2)$ , where  $n$

represents the sample size, N signifies the population under study, and e denotes the margin of error (0.05). Similarly, this formula was employed to determine the sample size in each local government. Once the sample sizes were determined for each local government, a simple random sampling technique was used to equally select participants from each school within the respective local governments. Furthermore, all teachers teaching English language at the senior secondary school level and all principals in senior secondary schools in the sampled schools were included in the study through total enumeration. Please refer to Table 3.2 for a summary of the sampling procedure.

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**Table 3.2 Summary of Sample Frame**

S/	LGAs	Total No	No of	No of	No of	Yaman	No of	No of
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N		of Public Secondary Schools	SS 2 Student nt	Selecte d Schools	Students in Selected Schools	ne's Formul ar	English Teacher s	Principa ls
1	Afijio	17	1152	09	384	195	34	9
2	Akinyel e	34	3195	09	1065	290	68	9
3	Atiba	13	2125	09	708	256	26	9
4	Egbeda	25	2992	09	997	285	50	9
5	Lagelu	23	1962	09	654	248	46	9
6	Ogo- Oluwa	14	1287	09	429	207	28	9
7	Oluyole	25	2304	09	768	263	50	9
8	Ona-ara	21	1858	09	619	243	42	9
9	Oyo- East	09	1592	09	530	227	18	9
10	Oyo- West	10	1494	09	498	221	20	9
11	Surulere	22	2112	09	704	255	44	9
<b>Total</b>		<b>213</b>	<b>22,073</b>	<b>99</b>		<b>2,690</b>	<b>426</b>	<b>99</b>

Source<sup>1</sup>

### 3.4 Description of Research Instrument

The researcher adapted three research instruments for eliciting opinions or views from respondents on Principals' Supervisory Techniques and Teachers' Workload as Determinants of Students' Academic Achievement. The three instruments are namely. Principals' Supervisory Techniques Questionnaire (PSTQ), Teachers' Workload Factors Questionnaire (TWFQ) and English Language Achievement Test (ELAT). PSTQ contains four sections:

Section A contained four questions dealing with personal data of the respondent such as gender, age, and work experience as a principal, Section B contained 10 items which deal with classroom visitation and has the options: “Often = 4, Seldom = 3, Rarely = 2, and Never = 1, Section C has 10 items, which deals with Team – Teaching Practice and has the options: “Often = 4, Seldom = 3, Rarely = 2, and Never = 1.

TWFQ consists of 3 sections: Section A contains 5 items which deal with personal data of respondents such as gender, age, professional qualification, work experience, and number of students per class. Section B contains 7 items on class size and has the options: “Often = 4, Seldom = 3, Rarely = 2, and Never = 1. Section C contains 7 structured items on non-teaching assignment: “Often = 4, Seldom = 3, Rarely = 2, and Never = 1”.

ELAT contains 25 multiple choice questions with 4 options (A - D).

### **3.5 Validity of the Research Instrument**

Face and content validity were ensured by three experts in the field of Educational Management, Lead City University, Ibadan. The experts were presented with the instruments, the purposes of the study, the research questions and the hypothesis. Their suggestions and correction were incorporated into the final draft of the instruments.

### **3.6 Reliability of the Research Instrument**

In order to test for the consistency of the instrument used for data collection the researcher conducted a pilot study by administering twenty (20) copies of the instruments each to principals and teachers in Afijio Local Government Area of Oyo Central Senatorial District, Oyo State. PSTQ and TWFQ were piloted using Cronbach Alpha Co-efficient while ELAT was trial tested using Kuder Richardson KR 20. The results of the pilot test revealed

that PSTQ had liability co-efficient of  $r = 0.78$  while TWFQ had reliability coefficient of  $r = 0.75$  and ELAT had KR 20 = 0.85. The results showed that the instruments are reliable and consistent.

### **3.7 Administration of the Instrument**

The researcher with the aid of research assistants in each of the public secondary school administered the questionnaire to the students, teachers and principals, 2,690 (Two thousand, six hundred and ninety copies of the instruments were administered to the students, and 426 (Four hundred and twenty-six) and 99 (ninety-nine) copies of the instruments were administered to the teachers and principals respectively. The respondents were informed about the purpose of the study and their consents were sought before the administration of the instruments by the researcher.

### **3.8 Method of Data Analysis**

Frequency and percentage were used to analyze demographic variables of the respondents. Mean and standard deviation were used to analyze the research questions. The hypotheses were tested at 0.05 level of significance using Multiple Regression Analysis.

## Endnote

<sup>1</sup>Oyo State Teaching Service Commission. Population of Students, Teachers and School Principals, 2022.

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## Chapter Four

### Results and Discussion of Findings

The analysis and interpretation as well as discussion of findings based on data collected from the field through the administration of research instrument were presented in this chapter. The data were analyzed using descriptive statistics such as frequency, percentage, mean and standard deviation for demographic information and research questions, inferential statistics of multiple regressions was used to test the formulated hypotheses at 0.05 level of significance. This chapter is organized in the following sub-sections:

- 4.1 Questionnaire Return Rate
  - 4.2 Presentation of Results on Demographic Information of Respondents
  - 4.3 Presentation of Results on Research Questions
  - 4.4 Test of Hypotheses
  - 4.5 Discussion of Findings
- 4.2 Presentation of Results on Demographic Information of Respondents**
- 4.2.1 Demographic Information of Teacher's Respondents**

**Table 4.1: Gender of Teachers Respondent**

Gender	Frequency	Percentage %
Male	197	59.9
Female	132	40.1
<b>Total</b>	<b>329</b>	<b>100.0</b>

Source: *Fieldsurvey*, 2023

Table 4.1 above showed that the teacher's respondents whose gender is male were 197 (59.9%) while the female has 132 (40.1%). The implication of this result shows that majority of the respondents were male.

**Table 4.2: Age of Teacher Respondents**

	Frequency	Percentages %
25-29	12	3.6
30-34	28	8.5
35-39	72	21.9
40 and Above	217	66.0
<b>Total</b>	<b>329</b>	<b>100.0</b>

Source: *Fieldsurvey*, 2023

Table 4.2 above shows range of respondent's age in which 12 (3.6%) of the respondents fall between 25-29 years, 28 (8.5%) of the respondents fall between 30-34 years, 72 (21.9%) of the respondents fall between 35-39 years while 217 (63.5%) of the respondents fall between 40 years and above. This shows that majority of the respondent's age were falls within the range of 40 years and above.

**Table 4.3: Teacher Qualification**

	Frequency	Percentage %
NCE	6	1.8
B.A/B.Ed/B.Sc	184	55.9
M.Ed	76	23.1
M.A	63	19.1
<b>Total</b>	<b>329</b>	<b>100.0</b>

Source: *Fieldsurvey*, 2023

Table 4.3 above shows the qualification of result that respondents have in their academic carrier in the sampled schools, in which 6 (1.8%) of the respondents were N.C.E. 184 (55.9%) of the respondents were B.A./B.Ed/B.Sc graduates and 76 (23.1%) of the respondents were M.A/M.Ed graduate while there is no Ph.D. graduate among the

respondents. This result implies that majority of the respondents were B.A/B,Ed/B.Sc graduate.

**Table 4.4: Work Experience of Teacher Respondents**

	<b>Frequency</b>	<b>Percentage %</b>
Less than 5 years	24	7.3
6-10 years	54	16.4
11-15 years	42	12.8
16-20 years	113	34.3
21-25 years	96	29.2
<b>Total</b>	<b>329</b>	<b>100.0</b>

Source: *Fieldsurvey, 2023*

Table 4.4 above shows range of the years that respondents have being teaching English Language in which 24 (7.3%) of the respondents have been teaching for less than 5 years, 54 (16.4%) of the respondents have been teaching for 6 - 10years, 42 (12.8%) of the respondents have been teaching for 11-15 years, 113 (34.3%) of the respondents have been teaching for 16 - 20 years and 96 (29.2%) of the respondents have been teaching for 21 years and above. This result implies that majority of the respondents have teaching experience between 16 - 20 years.

**Table 4.5: Number of Students in a Class**

	<b>Frequency</b>	<b>Percentage %</b>
Less than 25 students	21	6.4
26-30 students	28	8.5
31-35 students	56	17.0
36-40 students	21	6.4
41 and Above students	203	61.7
<b>Total</b>	<b>329</b>	<b>100.0</b>

Source: *Fieldsurvey, 2023*

Table 4.5 above shows range of the number of students the respondents take in a class in which 21 (6.4%) of the respondents is taking classes less than 25 students, 28 (8.5%) of the respondents fall between 26 – 30 students, 56 (17.0%) of the respondents fall between 31-35 students, 21 (6.1%) of the respondents fall between 36 – 40 students, while 203 (61.7%) of the respondents fall within 41 students and above. This shows that majority of the respondent’s class size were 41 students and above.

#### 4.2.2: Demographic Information of Principal’s Respondents

**Table 4.6: Gender of Principal Respondents**

	<b>Frequency</b>	<b>Percentage %</b>
Male	44	61.1
Female	28	38.9
<b>Total</b>	<b>72</b>	<b>100.0</b>

Source: *Fieldsurvey*, 2023

Table 4.6 above showed that the Principal’s respondents whose gender is male were 44 (61.1%) while female has 28 (38.9%). The implication of this result shows that majority of the respondents were male.

**Table 4.7: Age of Principal Respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percentage %</b>
46-50	14	19.4
51-56	21	29.2
56 and Above	37	51.4
<b>Total</b>	<b>72</b>	<b>100.0</b>

Source: *Fieldsurvey*, 2023

Table 4.7 above shows range of respondent’s age in which 14 (19.4%) of the respondents fall between 46 - 50 years, 21 (29.2%) of the respondents fall between 51 - 56 years, and 37

(51.4%) of the respondents fall between 56 years and above. This shows that majority of the respondent's age were between 56 years and above.

**Table 4.8: Working Experience as a Principal**

	<b>Frequency</b>	<b>Percentage %</b>
<b>Less than 4 years</b>	14	19.4
<b>5-9 years</b>	28	38.9
<b>10 and Above years</b>	30	41.7
<b>Total</b>	<b>72</b>	<b>100.0</b>

Source: *Fieldsurvey*, 2023

Table 4.8 above shows range of the years that respondents have been working as a principal in which 14 (19.4%) of the respondents have been principal for less than 4 years, 28 (38.9%) of the respondents have been principal for 5 - 9 years, and 30 (41.7%) of the respondents have been principal for 10 years and above. This result implies that majority of the respondents have principal between 10 years and above

### **4.3 Presentation of Results on Research Questions**

**Research Question One:** What is the most adopted supervisory technique (classroom visitation and team teaching) by principals in senior secondary schools in Oyo Central Senatorial Districts?

To answer the question above, structured questions on supervisory technique were given to secondary school principals to access their responses so as to determine the mostly used supervisory techniques among secondary school teachers in the study area. The following table presents the summary of their responses:

**Table 4.9: Frequency of Classroom Visitation as a Supervisory Technique used by Principals in Senior Secondary Schools in Oyo Central Senatorial Districts**

No	Class Visitation	Often	Seldom	Rarely	Never
1	observe my teachers while teaching in the classroom	7 (9.7%)	28 (38.9%)	21 (29.2%)	16 (22.2%)
2	provide feedback to teachers after observing their teaching	14 (19.4%)	35 (48.6%)	8 (11.1%)	15 (20.8%)
3	feel that teachers are comfortable with my classroom visitation practices	14 (19.4%)	8 (11.1%)	42 (58.3%)	8 (11.1%)
4	help teachers improve their teaching practices during classroom visits	22 (30.6%)	35 (48.6%)	7 (9.7%)	8 (11.1%)
5	provide support or resources to help teachers address areas that need improvement after observing them while teaching	28 (38.9%)	14 (19.4%)	22 (30.6%)	8 (11.1%)
6	ensure that I respect teachers' instructional autonomy during classroom visits	21 (29.2%)	28 (38.9%)	15 (20.8%)	8 (11.1%)
7	provide opportunities for follow-up discussions after classroom visits.	35 (48.6%)	22 (30.6%)	8 (11.1%)	7 (9.7%)
8	involve teachers in the classroom observation process.	21 (29.2%)	28 (38.6%)	16 (22.2%)	7 (9.7%)
9	engage in collaborative planning and reflection with teachers in my school.	28 (38.9%)	28 (38.9%)	16 (22.2%)	—
10	communicate expectation to teachers before observing their teachings.	35 (48.6%)	21 (29.2%)	8 (11.1%)	8 (11.1%)

Source: *Fieldsurvey*, 2023

**Threshold:** Mean Score; 1.00-1.50 Very Low Level, 1.51-2.50 Low level, 2.51-3.50 High Level, 3.51-4.00 Very High Level

The table presented contains valuable data regarding the frequency of classroom visitation as a supervisory technique employed by principals in senior secondary schools within the Oyo Central Senatorial Districts. It sheds light on various dimensions of classroom visitation and provides corresponding responses from the principals, depicted in a structured manner. In terms of observing teachers while they are engaged in classroom instruction, the findings reveal that 9.7% of principals (7 individuals) reported doing so often, whereas 38.9% (28

individuals) indicated seldom engagement, 29.2% (21 individuals) reported rare instances, and 22.2% (16 individuals) expressed never observing their teachers. The mean value for this category is calculated to be 2.36. Regarding the provision of feedback to teachers after observing their teaching, the results indicate that 19.4% of principals (14 individuals) reported often giving feedback, while 48.6% (35 individuals) indicated doing so seldom, 11.1% (8 individuals) reported rare instances, and 20.8% (15 individuals) never provided feedback. The mean value for this category is calculated to be 2.67. Perceptions of teachers' comfort with classroom visitation practices reveal that 19.4% of principals (14 individuals) often believe teachers to be comfortable, 11.1% (8 individuals) reported seldom comfort, 58.3% (42 individuals) noted rare instances of comfort, and 11.1% (8 individuals) expressed the belief that teachers are never comfortable. The mean value for this category is calculated to be 2.39. In terms of assisting teachers in improving their teaching practices during classroom visits, the data suggests that 30.6% of principals (22 individuals) reported often providing assistance, 48.6% (35 individuals) indicated doing so seldom, 9.7% (7 individuals) reported rare instances of assistance, and 11.1% (8 individuals) never provided any assistance. The mean value for this category is calculated to be 2.99. Regarding the provision of support or resources to help teachers address areas needing improvement after observing their teaching, the findings show that 38.9% of principals (28 individuals) often provide support, 19.4% (14 individuals) reported doing so seldom, 30.6% (22 individuals) noted rare instances of support, and 11.1% (8 individuals) never provided any support. The mean value for this category is calculated to be 2.86. Ensuring respect for teachers' instructional autonomy during classroom visits appears to be a consideration for principals. The data indicates that 29.2% of principals (21 individuals) reported often ensuring respect, 38.9% (28 individuals) indicated

doing so seldom, 20.8% (15 individuals) noted rare instances of ensuring respect, and 11.1% (8 individuals) never ensured respect. The mean value for this category is calculated to be 2.86. The provision of opportunities for follow-up discussions after classroom visits is another aspect covered in the table. The findings suggest that 48.6% of principals (35 individuals) often provide such opportunities, 30.6% (22 individuals) indicated doing so seldom, 11.1% (8 individuals) reported rare instances of providing such opportunities, and 9.7% (7 individuals) never provided any follow-up discussions. The mean value for this category is calculated to be 3.18. Regarding the involvement of teachers in the classroom observation process, the data reveals that 29.2% of principals (21 individuals) reported often involving teachers, 38.6% (28 individuals) indicated doing so seldom, 22.2% (16 individuals) reported rare instances of involvement, and 9.7% (7 individuals) never involved teachers. The mean value for this category is calculated to be 2.88. Engagement in collaborative planning and reflection with teachers in the school is also highlighted in the findings. It shows that 38.9% of principals (28 individuals) often engage in such practices, 38.9% (28 individuals) reported doing so seldom, 22.2% (16 individuals) noted rare instances of engagement, and the information was not provided for a certain number of individuals. The mean value for this category is calculated to be 3.17. Lastly, communication of expectations to teachers before observing their teachings is explored. The results indicate that 48.6% of principals (35 individuals) often communicate expectations, 29.2% (21 individuals) reported seldom communication, 11.1% (8 individuals) noted rare instances of communication, and 11.1% (8 individuals) never communicated any expectations. The mean value for this category is calculated to be 3.15. In all, this comprehensive table provides valuable insights into the frequency and approach of classroom visitation practices employed by principals in

senior secondary schools. It sheds light on their interactions with teachers, including the provision of feedback, support, and resources, as well as their consideration of teachers' autonomy and engagement in collaborative planning.

**Table 4.10: Frequency of Team-teaching as a Supervisory Technique used by Principals in Senior Secondary Schools in Oyo Central Senatorial Districts**

No	Team-Teaching Practice	Often	Seldom	Rarely	Never
1	encourage and support team teaching practices in my school.	35 (48.6%)	21 (29.2%)	16 (22.2%)	—
2	engage in collaborative planning and instructional delivery.	22 (30.6%)	21 (29.2%)	21 (29.2%)	8 (11.1%)
3	facilitate communication and co-ordination among team teachers.	35 (48.6%)	21 (29.2%)	8 (11.1%)	8 (11.1%)
4	ensure team teaching strategies align with the school educational goals.	50 (69.4%)	22 (30.6%)	—	—
5	provide professional development opportunities for teacher to enhance their team teaching skills.	—	43 (59.7%)	22 (30.6%)	7 (9.7%)
6	allocate resources (time, materials and support staff) to facilitate team teaching practices.	42 (58.3%)	30 (41.7%)	—	—
7	promote positive and inclusive team culture among teachers engaged in team teaching.	28 (38.9%)	28 (38.9%)	16 (22.2%)	—
8	evaluate and provide feedback to teachers engaged in team teaching to support their professional growth.	22 (30.6%)	42 (58.3%)	8 (11.1%)	—
9	foster collaboration and teamwork among teachers in implementing team teaching strategies.	28 (38.9%)	36 (50.0%)	8 (11.1%)	—
10	get involved and involve my teachers in decision-making process related to team teaching initiatives	28 (38.9%)	44 (61.1%)	—	—

Source: *Field survey, 2023*

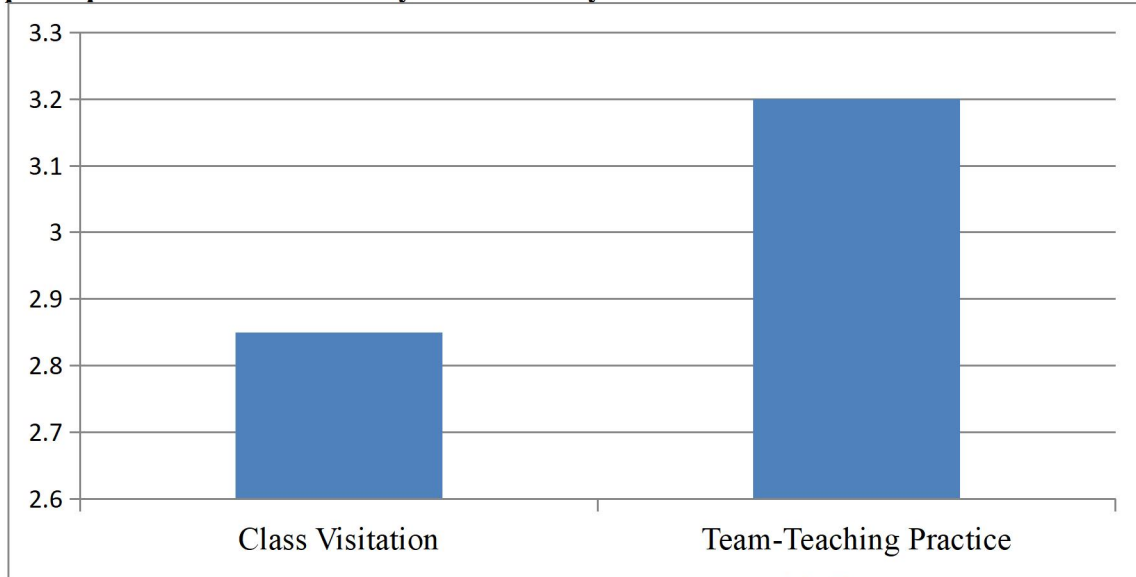
**Threshold:** Mean Score; 1.00-1.50 Never, 1.51-2.50 Rarely, 2.51-3.50 Seldom, 3.51-4.00 Often.

The table provides data on the frequency of team-teaching practices as a supervisory technique used by principals in senior secondary schools in the Oyo Central Senatorial Districts. Each item represents a specific aspect of team teaching, and the principals were

asked to indicate how often they engage in those practices. The options for frequency include "often," "seldom," "rarely," and "never." In item I, 48.6% of principals responded that they often encourage and support team teaching practices in their schools, while 29.2% do so seldom, 22.2% rarely, and 3.26% never. For item II, 30.6% of principals engage in collaborative planning and instructional delivery often, the same percentage do so seldom, 29.2% do it rarely and 11.1% never engage in this practice. The mean score for this item is 2.79. In item III, 48.6% of principals facilitate communication and coordination among team teachers often, 29.2% do so seldomly, 11.1% rarely, and another 11.1% never engage in this practice. The mean score for this item is 3.15. For item IV, the majority of principals (69.4%) ensure that team teaching strategies align with the school's educational goals, while 30.6% seldom do so. There is no data available for the rarely and never options. The mean score for this item is 3.69. Item V shows that no data is available for often and never options, but 59.7% of principals provide professional development opportunities for teachers to enhance their team teaching skills. Additionally, 30.6% of principals do so seldom, and 9.7% rarely provide such opportunities. The mean score for this item is 2.50. In item VI, 58.3% of principals allocate resources (time, materials, and support staff) to facilitate team teaching practices often, while 41.7% do so seldom. No data is available for the rarely and never options. The mean score for this item is 3.58. For item VII, 38.9% of principals promote a positive and inclusive team culture among teachers engaged in team teaching often, the same percentage do so seldom, 22.2% rarely, and no data is available for the never option. The mean score for this item is 3.17. Item VIII indicates that 30.6% of principals evaluate and provide feedback to teachers engaged in team teaching often, 58.3% do so seldom, 11.1% rarely, and no data is available for the never option. The mean score for this item is 3.19. In

item IX, 38.9% of principals foster collaboration and teamwork among teachers in implementing team teaching strategies often, 50% do so seldom, 11.1% rarely, and no data is available for the never option. The mean score for this item is 3.28. Lastly, for item X, 38.9% of principals get involved and involve their teachers in decision-making processes related to team teaching initiatives often, 61.1% do so seldom, and no data is available for the rarely and never options. The mean score for this item is 3.39. Overall, the data suggests that principals in the Oyo Central Senatorial Districts frequently encourage and support team teaching practices, facilitate communication and coordination among team teachers, and ensure team teaching strategies align with educational goals. They also allocate resources and provide feedback to support teachers' professional growth. However, professional development opportunities for team teaching skills and fostering collaboration among teachers show more varied responses, indicating potential areas for improvement.

**Most used supervisory technique (classroom visitation and team teaching practice) by principals in senior secondary schools in Oyo Central Senatorial Districts.**



**Figure 3.1: Usage of Supervisory Technique (Classroom Visitation and Team-teaching) by Principals in Senior Secondary Schools in Oyo Central Senatorial Districts**

Figure 3.1 presented above illustrates the supervisory technique most commonly employed by principals in senior secondary schools located in the Oyo Central Senatorial Districts of Nigeria. The figure presents that the predominant supervisory technique used among senior secondary schools in the Oyo Central Senatorial Districts is the practice of team teaching.

**Research Question Two:** What is the status of teachers' workload among senior secondary school students in Oyo central senatorial district?

**Table 4.11 Status of Class Size as a Teachers' Workload in Oyo Central Senatorial District**

No	Class Size	Often	Seldom	Rarely	Never
	<b>Number of Students in my Class</b>				
1	improves my ability to provide individualized attention.	229 (69.6%)	26 (7.9%)	6 (1.8%)	68 (20.7%)
2	impacts my ability to effectively manage classroom behaviour and maintain a positive learning environment.	172 (52.3%)	66 (20.1)	18 (5.5%)	73 (22.2%)
3	makes me feel overwhelmed by the demand of teaching.	136 (41.3%)	111 (33.7%)	30 (9.1%)	52 (15.8%)
4	increases the additional time I spend in teaching activities.	239 (72.6%)	72 (21.9%)	—	18 (5.5%)
5	impacts my ability to differentiate instructions to meet the diverse needs of students	98 (29.8%)	184 (55.9%)	14 (4.3%)	33 (10.0%)
6	influences my ability to provide timely and meaningful feedback to students in their academic progress.	66 (20.1%)	202 (61.4%)	40 (12.2%)	21 (6.4%)
7	prevents me from implementing and engaging interactive teaching strategies	66 (20.1%)	85 (25.8%)	116 (35.3%)	62 (18.8%)

Source: Field survey, 2023

**Threshold:** Mean Score; 1.00-1.50 Never, 1.51-2.50 Rarely, 2.51-3.50 Seldom, 3.51-4.00 Often.

The table provides data on the level of teachers' workload among senior secondary school teachers in the Oyo Central Senatorial District. The data is presented in terms of various statements related to workload and the corresponding responses from the teachers, indicating how often they experience certain workload-related situations. The responses are categorized as "Often," "Seldom," "Rarely," and "Never." Additionally, the table includes the mean scores for each statement and a weighted mean score for the overall workload level:

Statement 1: "Improves my ability to provide individualized attention to my students." Often: 229 students (69.6%) Seldom: 26 students (7.9%) Rarely: 6 students (1.8%) Never: 68 students (20.7%) Mean score: 3.26. Statement 2: "Impacts my ability to effectively manage classroom behavior and maintain a positive learning environment." Often: 172 students (52.3%) Seldom: 66 students (20.1%) Rarely: 18 students (5.5%) Never: 73 students (22.2%) Mean score: 3.02, Statement 3: "Makes me feel overwhelmed by the demand of teaching." Often: 136 students (41.3%) Seldom: 111 students (33.7%) Rarely: 30 students (9.1%) Never: 52 students (15.8%) Mean score: 3.01, Statement 4: "Increases the additional time I spend on teaching activities." Often: 239 students (72.6%) Seldom: 72 students (21.9%) Never: 18 students (5.5%) Mean score: 3.62, Statement 5: "Impacts my ability to differentiate instructions to meet the diverse needs of students." Often: 98 students (29.8%), Seldom: 184 students (55.9%) Rarely: 14 students (4.3%) Never: 33 students (10.0%) Mean score: 3.05 Statement 6: "Influences my ability to provide timely and meaningful feedback to students on their academic progress." Often: 66 students (20.1%) Seldom: 202 students (61.4%) Rarely: 40 students (12.2%) Never: 21 students (6.4%) Mean score: 2.95 Statement 7: "Prevents me from implementing and engaging interactive teaching strategies." Often: 66 students (20.1%) Seldom: 85 students (25.8%) Rarely: 116 students (35.3%) Never: 62 students (18.8%) Mean score: 2.47, Weighted Mean: 3.05, Based on the weighted mean score, which is 3.05, the overall level of teachers' workload in the Oyo Central Senatorial District can be categorized as "High Level" according to the provided threshold.

**Table 4.12 Status of Non-Teaching Assignment as a Teachers' Workload in Oyo Central Senatorial District**

No	Non-teaching Assignment	Often	Seldom	Rarely	Never
<b>I spend time on:</b>					
1	administrative task such as record-keeping and paper work	91 (27.7%)	127 (38.6%)	45 (13.7%)	66 (20.1%)
2	extracurricular activities or events outside of regular teaching hours	6 (1.8%)	148 (45.0%)	175 (53.2%)	—
3	attending staff meetings or professional development sessions outside of my regular working hours.	103 (31.3%)	112 (34.0%)	90 (27.4%)	24 (7.3%)
4	committee work or school level decision making processes that requires additional time outside my teaching assignment.	24 (7.3%)	115 (35.0%)	136 (41.3%)	54 (16.4%)
5	assessing and grading students such as preparing and marking exams or assignments.	111 (33.7%)	110 (33.4%)	54 (16.4%)	54 (16.4%)
6	curriculum development or lesson planning activities.	18 (5.5%)	98 (29.8%)	183 (55.6%)	30 (9.1%)
7	professional collaboration or team meeting with colleagues outside working hours	36 (10.9%)	90 (27.4%)	203 (61.7%)	—

Source: Field survey, 2023

**Threshold:** Mean Score; 1.00-1.50 Never, 1.51-2.50 Rarely, 2.51-3.50 Seldom, 3.51-4.00 Often.

This data represents the responses from a field survey conducted in 2023 regarding non-teaching assignments and the frequency with which teachers engage in different activities.

The participants were asked to rate the frequency of their involvement in various tasks using a scale ranging from "Never" to "Often." The table provides the results for each task, indicating the number and percentage of respondents who chose each frequency option. It

also includes the weighted mean score, which serves as an overall measure of the level of engagement in non-teaching assignments. Here's the interpretation of each task:

Administrative task such as record-keeping and paperwork: 27.7% of respondents indicated that they never spend time on this task. 38.6% reported doing it seldom. 13.7% said they do it

rarely.20.1% mentioned doing it often.The weighted mean score for this task is 2.74, indicating a relatively low level of engagement.Extracurricular activities or events outside of regular teaching hours: Only 1.8% of respondents stated that they never engage in this activity. 45% reported doing it seldom. 53.2% mentioned doing it often.The weighted mean score for this task is 2.49, indicating a relatively low level of engagement.Attending staff meetings or professional development sessions outside of regular working hours: 31.3% of respondents indicated that they never attend such meetings. 34% reported doing it seldom. 27.4% said they do it rarely.7.3% mentioned doing it often. The weighted mean score for this task is 2.89, indicating a relatively low level of engagement.Committee work or school-level decision-making processes requiring additional time: 7.3% of respondents indicated that they never engage in this activity.35% reported doing it seldom. 41.3% said they do it rarely. 16.4% mentioned doing it often.The weighted mean score for this task is 2.33, indicating a relatively low level of engagement.Assessing and grading students such as preparing and marking exams or assignments: 33.7% of respondents indicated that they never spend time on this task.33.4% reported doing it seldom. 16.4% said they do it rarely. 16.4% mentioned doing it often.The weighted mean score for this task is 2.84, indicating a relatively low level of engagement.Curriculum development or lesson planning activities: 5.5% of respondents indicated that they never engage in this activity.29.8% reported doing it seldom. 55.6% said they do it rarely. 9.1% mentioned doing it often.The weighted mean score for this task is 2.32, indicating a relatively low level of engagement.Professional collaboration or team meetings with colleagues outside working hours: 10.9% of respondents indicated that they never engage in this activity. 27.4% reported doing it seldom. 61.7% mentioned doing it often. The weighted mean score for this task is 2.49, indicating a relatively low level of engagement.

The weighted mean score for all the tasks combined is 2.59, suggesting a relatively low level of engagement in non-teaching assignments among the surveyed teachers. The threshold ranges provided at the end of the data can be used to categorize the levels of engagement: very low level, low level, high level, and very high level.

Research Question Three: What is the level of Academic Achievement in English Language among Senior Secondary School Students in Oyo Central Senatorial district?

**Table 4.13: Level of Students' Academic Achievement in English Language**

	Frequency	Percent
Less than 10 marks	1,371	59.1
11 – 15 marks	631	27.2
16 – 20 marks	244	10.5
Above 20 marks	74	3.2
<b>Total</b>	<b>2,320</b>	<b>100.0</b>

**Threshold:** Scores less than 10 marks is poor, 11-15 average, 16-20 good and above 20 marks is very good.

*Source: Field survey, 2023*

The table presents data on the level of academic achievement in English Language among senior secondary school students in the Oyo Central Senatorial district. The research question aims to assess the level of achievement in English Language specifically. The table includes four categories representing different score ranges: "Less than 10 marks," "11 – 15 marks," "16 – 20 marks," and "Above 20 marks." These categories represent different levels of achievement in English Language. The "Frequency" column indicates the number of students falling into each category. For instance, 1,371 students scored less than 10 marks, 631 students scored between 11 and 15 marks, 244 students scored between 16 and 20 marks, and 74 students scored above 20 marks. The "Percent" column shows the percentage of students in each category relative to the total number of students. For example, 59.1% of students scored less than 10 marks, 27.2% scored between 11 and 15 marks, 10.5% scored between 16

and 20 marks, and 3.2% scored above 20 marks. The "Cumulative Percent" column displays the cumulative percentage of students up to each category. It shows the proportion of students whose scores fall within or below a certain range. For instance, 59.1% of students scored less than 10 marks, 86.3% scored less than or equal to 15 marks (cumulative of 59.1% + 27.2%), and 96.8% scored less than or equal to 20 marks. Additionally, the table provides a threshold for interpreting the scores. It states that scores less than 10 marks are considered poor, scores between 11 and 15 marks are average, scores between 16 and 20 marks are good, and scores above 20 marks are very good. Judging from the given threshold above, the data suggests that there is a substantial portion of students in the Oyo Central Senatorial district with poor academic achievement in English Language. While some students demonstrate average or good achievement, a relatively small proportion of students perform at a very good level. The findings highlight the need for targeted interventions and support to improve the overall academic achievement in English Language among senior secondary school students in the district.

#### 4.4 Test of Hypotheses

**Hypothesis One:** There will be no significant combined influence of principals' supervisory techniques (classroom visitation and team teaching practices) and teachers' workload indices (class size and non-teaching assignment) on academic achievement in English Language among senior secondary school students in Oyo Central Senatorial district, Oyo State.

**Table 4.14 Combined Influence of Principals' supervisory techniques (classroom visitation and team teaching practices) and teachers' workload indices (class size and non-teaching assignment) on academic achievement in English Language among senior secondary school students in Oyo Central Senatorial district, Oyo State.**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.107	.012	.017	.765

a. Predictors: (Constant), Teacher Workload, Principal Supervisory Techniques

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.471	2	.235	.402	.671
	Residual	40.404	69	.586		
	Total	40.875	71			

a. Dependent Variable: Level of Student's Academic Achievement in English Language

b. Predictors: (Constant), Teacher Workload, Principal Supervisory Techniques

**Source: Field survey, 2023**

The table provides the results of a hypothesis test regarding the combined influence of principals' supervisory techniques (classroom visitation and team teaching practices) and teachers' workload indices (class size and non-teaching assignment) on academic achievement in English Language among senior secondary school students in Oyo Central Senatorial district, Oyo State. The first part of the table, labeled "Model Summary," provides information about the overall fit of the regression model. The coefficient of determination (R-squared) is 0.012, which indicates that only about 1.2% of the variance in the academic achievement can be explained by the predictors in the model. The adjusted R-squared is 0.017, suggesting a slight improvement in the model's fit after adjusting for the number of predictors. The standard error of the estimate is 0.765, which represents the average distance between the observed values and the predicted values.

The ANOVA table presents the results of the analysis of variance. The regression component (predictors) of the model has a sum of squares of 0.471, with 2 degrees of freedom, resulting

in a mean square of 0.235. The residual (error) sum of squares is 40.404, with 69 degrees of freedom, corresponding to a mean square of 0.586. The total sum of squares is 40.875, with a total of 71 observations. The F-statistics is calculated by dividing the mean square of the regression by the mean square of the residual. In this case, the F-statistic is 0.402, and the associated p-value (Sig.) is 0.671. The p-value is higher than the conventional significance level of 0.05, indicating that the combined influence of principals' supervisory techniques and teachers' workload indices is not statistically significant in predicting academic achievement in English Language among senior secondary school students in the given district. Based on the results of this hypothesis test, there is no significant combined influence of principals' supervisory techniques and teachers' workload indices on academic achievement in English Language among senior secondary school students in the Oyo Central Senatorial district, Oyo State, as indicated by the non-significant p-value.

**Hypothesis Two:** There will be no significant relative influence of principals' supervisory techniques (classroom visitation and team teaching practices) and teachers' workload indices (class size and non-teaching assignment) on academic achievement in English Language among senior secondary school students in Oyo Central Senatorial district, Oyo State.

**Table 4.15 Multiple Regression Analysis Showing Significant relative Influence of Principals’ Supervisory Techniques and Teachers’ Workload on Academic Achievement in English Language among Senior Secondary School Students in Oyo Central Senatorial District, Oyo State.**

Model	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.855	1.072		.798	.428
Principal Supervisory Techniques	.003	.009	.045	.379	.706
Teacher Workload	.019	.024	.097	.808	.422

Source: *Fieldsurvey, 2023*

a. Dependent Variable: Level of Student's Academic Achievement in English Language  
 The statistical analysis examined the influence of principals' supervisory techniques (classroom visitation and team teaching practices) and teachers' workload indices (class size and non-teaching assignment) on the academic achievement in English Language among senior secondary school students in Oyo Central Senatorial district, Oyo State. The hypothesis being tested was that there would be no significant relative influence of these factors on academic achievement. The coefficients table provides insights into the relationship between the predictor variables and the dependent variable, as follows:

**Principal Supervisory Techniques:** The contribution of principals’ supervisory techniques is not significant to influence academic achievement in English Language among secondary school students in Oyo Central Senatorial District ( $\beta = 0.045$ ,  $p = 0.706$ ) This indicates that, on average, for each unit increase in the principal supervisory techniques score, there is a very slight estimated increase of 0.003 in the level of student's academic achievement in English Language. However, it is important to note that this coefficient is not statistically significant ( $p = 0.706$ ), suggesting that the observed relationship may be due to chance rather than a true effect.

**Teacher Workload:** The contribution of teachers’ workload is not significant to

influence secondary school students' academic achievement in English Language, ( $\beta = 0.097$ ,  $p = 0.422$ ). Similarly, for each unit increase in the teacher workload score, there is a small estimated increase of 0.019 in the level of student's academic achievement in English Language. However, this coefficient is also not statistically significant ( $p = 0.422$ ), indicating that any relationship observed may not be meaningful in a broader context. Based on the results of this analysis, it can be concluded that the statistical evidence does not support the hypothesis of a significant relative influence of principals' supervisory techniques or teachers' workload indices on academic achievement in English Language among senior secondary school students in the specified region. These findings suggest that other factors, not accounted for in this study, may play a more substantial role in determining students' academic achievement in English Language. Therefore, the null hypothesis that states that there will be no significant relative influence of principals' supervisory techniques (classroom visitation and team teaching practices) and teachers' workload indices (class size and non-teaching assignment) on academic achievement in English Language among senior secondary school students in Oyo Central Senatorial district, Oyo State was accepted.

### **Discussion of Findings**

From the demographic information of the teachers and principals respondents, total numbers of 426 teachers of English Language were used, only 329 questionnaires were retrieved. The findings revealed that male English Language teachers are more than female English Language teachers in Oyo Central Senatorial District, majority of the teachers fall within the age range of 40 years and above. From the foregoing, the results obtained have shown that the present crop of teachers of English Language in Oyo Central Senatorial District are capable of producing students who would perform excellently in English

Language examinations all things being equal. This is predicated on the fact that studies have shown that teachers' variables such as age, gender and teaching experiences have a certain impact on which contributes significantly to students academic achievements in schools<sup>1</sup>. A study found older teachers of age 41 years old and above are more effective in teaching and good in classroom management skills than younger teachers in secondary schools<sup>2, 3</sup>. In the same vein, other studies have pointed out similar variables as factors determining the students; academic achievement, such factors as teachers' qualification; teaching experience and teachers' gender have been established to facilitate teaching and learning process<sup>4</sup>.

The total number of principals used as respondents is 72, out of which 44 are male and 28 are female, this implies that majority of the principals in Oyo Central Senatorial District are male; 51.4% representing 37 respondents are the majority which fall within the range of age 56 years and above. The results also revealed that majority of the principals have been serving as the school administrators for 10 years and above.

Research question one revealed that principals use very well supervisory techniques (class visitation and team teaching practice) in order to achieve the set goals of the school. This is in contrast with the view held by a researcher that school principals do not have time for instructional supervision, who have attributed poor achievement of students in public examinations to inadequate and ineffective supervision by the school principals<sup>5</sup>. In other way round, some previous findings on the supervisory roles of the principal and its impact on instructional delivery and students' academic achievement were in line with the findings of this study. A study equally showed that regular instructional supervision using robust supervision strategies like checking of students' notebooks, classroom visitation / inspection by school administrators, checking teachers' lesson plan / notes and inspection of teachers

record keeping have significant correlation with teachers' performance and academic achievement of students in secondary school<sup>6</sup>.

The findings of the research question two that revealed the level of the teachers' workload, both class size and non-teaching assignments are high. High workload has been identified as a factor that influences the teachers' negatively<sup>7</sup>. It determines the teacher's behaviour and quality of teaching. From previous studies, high level of teachers' workload was identified among many factors causing stress, exhaustion, burnout and sickness, thereby negatively affecting their performance which has a negative ripple effect on students' academic achievement<sup>8</sup>.

Research question three revealed poor academic achievement of students in English Language in Oyo Central Senatorial District, 59.1% of the student respondents scored below 10 marks which is interpreted to be poor achievement. Consequently, students' academic achievement have been found by various works to be affected by factors both inside and outside the school; which are parenting styles, characteristics of the students, level of internet involvement, teachers effectiveness, lack of motivation and students career choice<sup>9</sup>.

Test of hypothesis one using multiple regression analysis showed that when the two independent variables that's (Principals' supervisory techniques and teachers' workload) are pulled together, there is no combined influence on the academic achievement of students in English Language, which implies that the null hypothesis is accepted at 0.05 level of significance. This contradicts the findings of a study carried out on impact of home and school environment on the academic achievement of students in secondary schools in Ikere Local Government in Ekiti State that reported that the variables combined together impact significantly on academic achievement of students<sup>10</sup>. Also, the findings are in contradiction

to the outcome of a study carried out on relationship between parental occupation, home environment and academic performance of public senior secondary school students in Sokoto State. The study reported that there is significant combined influence of variables on students' academic achievement<sup>11</sup>. The second hypothesis tested is on relative influence of principals' supervisory techniques (classroom visitation and team teaching practice) and teachers' workload (class size and non-teaching assignment) on the academic achievement of students in English Language, the results revealed that classroom visitation and team teaching practice are not significant in determining the academic achievement of students in English Language while class size and non-teaching assignment are also not significant in determining students' academic achievement in English Language. This finding disagrees with the result of a study carried out in Mwala Sub-County, Kenya on influence of principals' instructional supervision practices on students' academic achievement. The study reported that principals' classroom visitation influenced students' academic achievement significantly<sup>12</sup>. Similarly, the findings of a study on principals' supervisory techniques as correlates of teachers' job performance showed that among others there is a high positive correlation between class observation techniques and teachers' job performance which in turn improves students' academic achievement<sup>13</sup>. On whether team teaching practice has relative influence on students' academic achievement, the result of this study is in contrast with the findings of a study on effect of team-teaching strategy on academic achievement and interest of students which reported that team-teaching strategy encourages corporation, shared ideas, patience, and tolerance and encourages unity, friendship, cohesion interaction and sociable among teachers thus enabling the students to obtain higher achievement<sup>14</sup>. A similar study on the effect of team-teaching on academic achievement of students in science

revealed that there was a significant positive effect of team-teaching on academic achievement of students in science<sup>15</sup>. Moreover, findings of various studies have shown that large or small class size has an impact on students' academic achievement and that students do not perform well in large classes as it caused resources to be inadequate, lower students' achievement and ineffective classroom instructions<sup>16, 17</sup>. Finally, a study on perceived impact of non-teaching assignments on secondary schools in Pakistan reported that teachers with higher qualifications and having teaching experience of 16 – 20 years and more than 20 years experience more effects from additional non-teaching duties<sup>18</sup>, while another study added that non-teaching assignments are significantly influencing negatively teaching quality. The study also revealed that teachers are not getting sufficient time for preparing the contents to reach students as per lesson plans, teachers face difficulties balancing teaching and non-teaching responsibilities at a time. According to the findings of the study, non-teaching assignment is causing occupational burnout and which in turn are becoming reasons for various stress related health issues faced by teachers today<sup>19</sup>.

## Endnotes

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## Chapter Five

### Conclusion

This chapter presents the summary, conclusion, recommendations, contribution to knowledge and suggested area of further study.

#### 5.1 Summary of Findings

The demographic information of the teachers revealed that there are more male English Language teachers than female English teachers. Most of them are 40 years and above. A large number of them are first degree graduates who have worked for at least 20 years. Most of them are teaching a class of students numbering 41 and above. Finding from the principals' demographic information show that there are many male principals than female principals, majority of the principals fall between the age of 56 and above. Majority of them have served in the capacity of a school administrator for 10 years and above. The results on the level of students' academic achievement in English Language revealed that most of the students scored less than 10 marks out of 25 marks. The results of the research question showed that principals' classroom visitation ( $x = 2.85$ ) and team teaching practice ( $x = 3.20$ ) are used adequately, but the more used is team teaching practice. On the other hand, class size has weighted mean of 3.05, showing a high level while non-teaching assignment has weighted mean of 2.59, which indicate that class size contribute more to the workload of senior secondary school teachers in Oyo Central Senatorial District. The result of hypothesis one was accepted which indicated that there was no significant combined influence of principals' supervisory techniques (classroom visitation and team teaching practice) and teachers' workload (class size and non-teaching assignments) on senior secondary school students' academic achievement in English Language in Oyo Central

Senatorial District. Test of hypothesis two revealed that both principals' supervisory techniques and teachers' workload have a weak relative influence on senior secondary school students' academic achievement in English Language in Oyo Central Senatorial District.

## **5.2 Conclusion**

Based on the findings of the study, it was concluded that principals' supervisory techniques and teachers' workload do not determine senior secondary school students' academic achievement in English Language in Oyo Central Senatorial District when combined together, in other words, principals' supervisory techniques and teachers' workload do not have a composite influence on students' academic achievement in English Language. However, the relative influence of classroom visitation, teaching practice, class size and non-teaching assignment are equally not significant in determining senior secondary school students' academic achievement in English Language in Oyo Central Senatorial District.

## **5.3 Recommendations**

Based on the results and findings of the study, the following recommendations are therefore made:

1. There should be provisions for adequate in-service training, seminars and workshops for school principals on how to use various supervisory techniques in order to improve teachers' effectiveness and productivity.
2. Teachers' workload should be made light by employing more teaching and non-teaching staff especially in the area of class size management.

3. Comfortable classroom couple with conducive environment should be provided by the government to attain high academic achievement by students.
4. All hands must be on deck to ensure students' high academic achievement in English Language. This can be achieved through training of English Language teachers on the best method, approach or strategies to teach English Language in senior secondary schools.
5. English Language teachers should not be encumbered with non-teaching assignments but should be allowed to face squarely the teaching of the language with the students.
6. Government should provide adequate English Language textbooks on the various aspects of the language as well as language laboratories in the public senior secondary schools.

#### **5.4 Contribution to Knowledge**

This study has contributed to knowledge because it shows that principals' supervisory techniques and teachers' workload are major factors that educational stakeholders should work upon that can affect students' academic achievements either positively or negatively. It also revealed that all stakeholders have a significant role to play in ensuring students' academic achievement among senior secondary school students.

#### **5.5 Suggested Areas of Further Studies**

This study confined itself only on examining the relationship within principals' supervisory techniques and teachers' workload on students' academic achievement in public secondary schools in Oyo Central Senatorial District. The findings of this study provide only a representative picture within the area of confinement. The findings thus cannot be used to make perfect generalization over a large area in Nigeria on the same theme of principals' supervisory techniques, teachers' workload and students' academic achievement in English Language. Therefore, this study makes the following recommendations for further studies:

1. Studies on similar theme of principals' supervisory techniques, teachers' workload and students' academic achievement in English Language should be carried out over a vast area in the country to reveal the true image of the situation.
2. Factors affecting senior secondary schools students' academic achievement in private secondary schools in Nigeria.
3. Factors affecting senior secondary school students' academic achievement in private and public secondary schools in the South West, Nigeria.
4. Studies on school and home factors and students' academic achievement in English Language should be carried out.

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## Appendix I

### Principal's Supervisory Technique Questionnaire (PSTQ)

***Dear Respondents,***

This questionnaire is designed to elicit information from Principals on Principal's Supervisory Techniques as Determinants of Academic Achievement in English Language among senior secondary school students. A case study of some selected senior secondary schools in Oyo Central Senatorial District, Oyo State.

**Section A: Personal Data of Respondent**

Please supply the following information as they relate to you and indicate your response by ticking (√) in the appropriate box.

Gender: Male ( ) Female ( )

Age: 40 – 45 ( ) 46 – 50 ( ) 51 – 56 ( ) 56 and above ( )

Work Experience as a Principal: Less than 4 ( ) 5 – 9 ( ) 10 and above ( )

**Section B**

**Instruction:** You are required to tick (√) only one of the following four options.

**Classroom Visitation**

No	Items (I)	Often	Seldom	Rarely	Never
1	observe my teachers while teaching in the classroom				
2	provide feedback to teachers after observing their teaching				
3	feel that teachers are comfortable with my classroom visitation practices				
4	help teachers improve their teaching practices during classroom visits				
5	provide support or resources to help teachers address areas that need improvement after observing them while teaching				
6	ensure that I respect teachers' instructional autonomy during classroom visits				

7	provide opportunities for follow-up discussions after classroom visits.				
8	involve teachers in the classroom observation process.				
9	engage in collaborative planning and reflection with teachers in my school.				
10	communicate expectations to teachers before observing their teachings.				

**Section C:**

**Instruction:** You are required to tick (√) only one of the following options.

**Team-Teaching Practice**

No	Items: ( I )	Often	Seldom	Rarely	Never
11	encourage and support team teaching practices in my school.				
12	engage in collaborative planning and instructional delivery.				
13	facilitate communication and co-ordination among team teachers.				
14	ensure team teaching strategies align with the school educational goals.				
15	provide professional development opportunities for teacher to enhance their team teaching skills.				
16	allocate resources (time, materials and support staff) to facilitate team teaching practices.				
17	promote positive and inclusive team culture among teachers engaged in team teaching.				
18	evaluate and provide feedback to teachers engaged in team teaching to support their professional growth.				

19	foster collaboration and teamwork among teachers in implementing team teaching strategies.				
20	get involved and involve my teachers in decision-making process related to team teaching initiatives				

*Do Not Copy, Lead City University, Nigeria*

## Teachers' Workload Factors Questionnaire (TWFQ)

**Dear Respondents,**

This questionnaire is designed to elicit information from teachers on Teachers' Workload as a Determinant of Academic achievement in English Language among Senior Secondary School Students.

The researcher solicits your support by providing answers to this questionnaire items. The information will be treated with utmost confidentiality.

Thanks.

### Section A: Personal Data of Respondent

Gender: Male ( ) Female ( )

Age: 25 – 29 ( ) 30 – 34 ( ) 35 – 39 ( ) 40 and Above ( )

Professional Qualification: NCE ( ) B. A/B.Ed/B.Sc ( ) M.Ed ( ) M.A ( )  
Ph.D ( )

Work Experience: Less than 5 ( ) 6 – 10 ( ) 11 – 15 ( ) 16 – 20 ( ) 21 – 21 ( )  
26 and above ( )

No. of Students Per Class: Less than 25 ( ) 26 – 30 ( ) 31 – 35 ( ) 36 – 40 ( )  
41 and above ( )

No. of Classes: 1 – 3 ( ) 4 – 6 ( ) 7 – 10 ( ) 11 and above ( )

### Section B

**Instruction:** You are required to tick (√) only one of the following

#### Class Size

No	Items: Number of Students in my class	Often	Seldom	Rarely	Never
1	improves my ability to provide individualized attention to my students.				
2	impacts my ability to effectively manage classroom behaviour and maintain a positive learning environment.				
3	makes me feel overwhelmed by the demand of teaching.				
4	increases the additional time I spend in teaching				

	activities.				
5	impacts my ability to differentiate instructions to meet the diverse needs of students				
6	influences my ability to provide timely and meaningful feedback to students in their academic progress.				
7	prevents me from implementing and engaging interactive teaching strategies				

**Section C:**

**Instruction:** You are required to tick (√) only one of the four options.

**Non-Teaching Assignments**

No	Items: I spend time on	Often	Seldom	Rarely	Never
8	administrative task such as record-keeping and paper work				
9	extracurricular activities or events outside of regular teaching hours				
10	attending staff meetings or professional development sessions outside of my regular working hours.				
11	committee work or school level decision making processes that requires additional time outside my teaching assignment.				
12	assessing and grading students such as preparing and marking exams or assignments.				
13	curriculum development or lesson planning activities.				
14	professional collaboration or team meeting with colleagues outside working hours				

## English Language Achievement Test (ELAT)

**Instruction: Answer ALL the questions and circle the correct option applicable to you in each question**

**A. In each of the following sentences, there is one underlined word and one gap. From the list of words lettered A to D. choose the one that is most nearly opposite in meaning to the underlined word and that will, at the same time correctly fill the gap in the sentences.**

1. The officer was expecting to be \_\_\_\_\_ by his boss, but he was censured  
(a) questioned (b) praised (c) decorated (d) guided
2. The honour that was conferred on the general has been \_\_\_\_\_  
(a) withdrawn (b) confirmed (c) rejected (d) destroyed
3. The modest young man was rewarded while his \_\_\_\_\_ brother was punished  
(a) intelligent (b) handsome (c) conceited (d) wicked
4. Young people are known for their \_\_\_\_\_ which contrasts with the composition of adults (a) ability (b) instability (c) activity (d) credibility
5. It is a fact that pride is a less admirable quality than \_\_\_\_\_  
(a) humility (b) honesty (c) affection (d) tenderness
6. It is obvious that many people prefer affluence to \_\_\_\_\_  
(a) scarcity (b) thrift (c) waste (d) poverty

**B. From the words lettered A to D, choose the word that best completes each of the following sentences**

7. After assuring the authorities that he would not escape, the prisoner was released on \_\_\_\_\_ (a) suspension (b) record (c) parole (d) probation
8. A judge is required to \_\_\_\_\_ justice fairly (a) defer (b) dispense (c) define (d) dispel

9. The disease was \_\_\_\_\_ by the doctors as pneumonia  
(a) diagnosed (b) prescribed (c) indictment (d) adjudication
10. The court granted an \_\_\_\_\_ against the eviction of the tenant  
(a) adjournment (b) injunction (c) indictment (d) adjudication
11. He was given a certificate of \_\_\_\_\_ in English  
(a) efficacy (b) efficiency (c) proficiency (d) sufficiency
12. The \_\_\_\_\_ years of a child's life mould his character  
(a) restrained (b) constructive (c) conflicting (d) formative
- C. After each of the following sentences, a list of possible interpretation that you consider most appropriate for each sentence**
13. On hearing the news, he flew off the handle. This means that he  
(a) changed his decision (b) ran away (c) felt very disappointed (d) became very angry
14. John's money was barely enough to keep the wolf from the door. This means that  
(a) John had killed a wolf (b) the money was just sufficient (c) the situation was desperate (d) John spent money lavishly
15. He was given the boot by the chairman. This means that he was  
(a) offered a pair of shoe (b) promoted (c) sacked (d) sent to buy boots
16. Since he left home, he has been trying to find his feet. This means that he  
(a) has been suffering a lot (b) lost his pair of shoes (c) has forgotten about his relatives (d) has been trying to get used to his new situation
17. He was said to learn that his friend had gone round the bend. This means that his friend has  
(a) gone overseas (b) gone mad (c) lost his job (d) been very ill

**D. From the words lettered A to D below each of the following sentences. Choose the word or group of words that is nearest in meaning to the underlined word as it is used in the sentence**

18. She lived a virtuous life  
(a) modest (b) brave (c) normal (d) righteous
19. Olu insisted on his freedom to choose his career  
(a) wish (b) independence (c) ability (d) right
20. Hindering justice may earn you a fine  
(a) impending (b) retarding (c) stopping (d) delaying
21. The professor's explanation of the point was very lucid  
(a) long (b) clear (c) prompt (d) complicated
22. The luminous hands of the clock attracted the baby  
(a) bright (b) colourful (c) glaring (d) beautiful

**E. From the words or group of words lettered A to D choose the word or group of words that best completes each of the following sentences**

23. In trying to escape, the thief ran \_\_\_\_\_ the police  
(a) upon (b) by (c) into (d) thought
24. The authorities has shown no signs of giving \_\_\_\_\_ to their demands  
(a) off (b) away (c) over (d) in
25. Give it to Aminat, it is \_\_\_\_\_ (a) her (b) their (c) yours (d) for

## Appendix 2

### Data Output

#### Demographic Variable

##### Gender of Principal Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	44	12.9	61.1	61.1
	Female	28	8.2	38.9	100.0
	Total	72	21.1	100.0	
Missing	System	270	78.9		
Total		342	100.0		

##### Age of Principal Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46-50	14	4.1	19.4	19.4
	51-56	21	6.1	29.2	48.6
	56 and Above	37	10.8	51.4	100.0
	Total	72	21.1	100.0	
Missing	System	270	78.9		
Total		342	100.0		

##### Work Experience as a Principal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 4 years	14	4.1	19.4	19.4
	5-9 years	28	8.2	38.9	58.3
	10 and Above years	30	8.8	41.7	100.0
	Total	72	21.1	100.0	
Missing	System	270	78.9		
Total		342	100.0		

### Gender of Teacher Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	197	57.6	59.9	59.9
	Female	132	38.6	40.1	100.0
	Total	329	96.2	100.0	
Missing	System	13	3.8		
Total		342	100.0		

### Age of Teacher Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-29	12	3.5	3.6	3.6
	30-34	28	8.2	8.5	12.2
	35-39	72	21.1	21.9	34.0
	40 and Above	217	63.5	66.0	100.0
	Total	329	96.2	100.0	
Missing	System	13	3.8		
Total		342	100.0		

### Professional Qualification of Teacher Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE	6	1.8	1.8	1.8
	B.A/B.Ed/B.Sc	184	53.8	55.9	57.8
	M.Ed	76	22.2	23.1	80.9
	M.A	63	18.4	19.1	100.0
	Total	329	96.2	100.0	
Missing	System	13	3.8		
Total		342	100.0		

### Work Experience of Teacher Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 years	24	7.0	7.3	7.3
	6-10 years	54	15.8	16.4	23.7
	11-15 yers	42	12.3	12.8	36.5
	16-20 yers	113	33.0	34.3	70.8
	21-25 years	96	28.1	29.2	100.0
	Total	329	96.2	100.0	
Missing	System	13	3.8		
Total		342	100.0		

### Number of Students Per Class

		Frequency	Percent	Valid Percent	Cumulative Percent
	Less than 25 students	21	6.1	6.4	6.4
	26-30 students	28	8.2	8.5	14.9
	31-35 students	56	16.4	17.0	31.9
	36-40 students	21	6.1	6.4	38.3
	41 and Above students	203	59.4	61.7	100.0
	Total	329	96.2	100.0	
Missing	System	13	3.8		
Total		342	100.0		

### Level of Student's Academic Ahievement in English Language

		Frequency	Percent	Valid Percent	Cumulative Percent
	Less than 10	1371	59.1	59.1	59.1
	11- 15 Marks	631	27.2	27.2	86.3
	16-20 Marks	244	10.5	10.5	96.8
	Above 20 Marks	74	3.2	3.2	100.0
	Total	2320	100.0	100.0	

## **Bio-data**

### **A. Personal Data**

**Name:** Adesakin Matthew **ADEKUNLE**  
**Address:** Peace House, Lane 5, No. 13, Ifesowapo, New Kosobo, Oyo  
**Email Address:** lifepastor2013@gmail.com  
**Phone Number:** 08032517268  
**Date and Place of Birth:** 6th January, 1977, Ibadan  
**Nationality:** Nigerian  
**Name and Address of Next of Kin:** Adekunle Folakemi Eunice  
Peace House, Lane 5, No. 13, Ifesowapo, New Kosobo, Oyo.

### **B. Educational Background and Certificates:**

- i. Methodist Primary School I, Agodi E9, Ibadan:  
**Primary 6 Leaving Certificate** 1982 – 1988
- ii. Loyola College, Ibadan (**O' Level**) 1989 – 1994
- iii. Federal College of Education (Special), Oyo(**NCE Certificate**) 1995 – 1998
- iv. University of Ado – Ekiti, Ekiti State (**BEd, Adult Education**) 2001 – 2004
- v. University of Ibadan, Ibadan ( **MEd, Adult Education**) 2009 – 2011
- vi. Lead City University (**MEd, Educational Management**) 2021 - 2023

### **C. Working Experiences with Date:**

- i. Peace Nursery and Primary School, Mabolaje, Oyo 1998 – 2005
- ii. ADS Basic School, Aba Olori, Oyo 2005 – 2016
- iii. Baptist Basic School, Agboye, Oyo 2016 – 2017
- iv. Olivet Baptist High School, Oyo 2017 – Till Date

### **D. Awards and Fellowships:**

Best Graduating Student, Department of Yoruba Language,  
Federal College of Education (Sp), Oyo. 1998

### **E. Membership of Academic/Professional Bodies:**

- i. Teachers Registration Council of Nigeria (TRCN)
- ii. Nigeria Union of Teachers

**F. Publications:** Ileuma S. & Adekunle A. M: *Teachers' Workload Management: Implication on Students' Academic Performance. Journal of Arts & Science Education (JASSE)*, Vol. 1 (1), 2022. Pp 98 – 104.

**G. Major Conferences Attended with Dates:**

- i. Faculty of Arts & Education International Conference on Sustainable Development, Lead City University, Ibadan. 2022

**H. Name and Address of Referees:**

- i. Deaconess Olubukola Dosunmu, Principal, Olivet Baptist High School, Oyo, Oyo State.  
Mobile Phone: 08033651854  
Email: dosunmuolubukola@gmail.com
- ii. Dr. John Olubunmi Olabode, Chief Lecturer, Department of Agricultural Education, Federal College of Education (Sp), Oyo, Oyo State.  
Mobile Phone: 08034090651
- iii. Prof. Senimetu Ileuma  
Department of Educational Management  
Lead City University, Ibadan  
Email: ileumaesther@gmail.com  
Mobile Phone: 08038047958

.....  
**Signature**

.....  
**Date**

### **The University Compliance Certification**

This is to certify the thesis by Adesakin Matthew ADEKUNLE in the Department of Educational Management, Faculty of Arts & Education, Lead City University; Ibadan is in full compliance with the approved university format and style.

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**Signature**

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**Date**

*Do Not Copy, Lead City University, Nigeria*