

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 Educational Management, 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.

Acknowledgement

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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

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