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INFLUENCE OF PRINCIPALS' SUPERVISORY ROLE ON STUDENTS' ACADEMIC ACHIEVEMENT IN SENIOR SECONDARY SCHOOLS IN NASARAWA STATE, NIGERIA

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Abstract

This study investigated the influence of principals' supervisory role on students' academic achievement in senior secondary schools in west senatorial zone of Nasarawa State, Nigeria. Specifically, the research examined the level of principals supervisory role, students academic achievement, and the relationship between this variables. A descriptive survey research design was employed, with a population of 69 principals and 1098 teachers from 69 public senior secondary schools. A sample of 350 respondents of principals and teachers from 21 schools was selected. Data were collected using questionnaire and pro-forma, validated by expert in educational management(validity index: 0.76%, reliability index: 0.83%). Descriptive statistics(mean and standard deviation) and chi-square test were used for data analysis. The findings revealed that principals supervisory role encourages teachers to improve academically, and student

academic achievement can be enhanced. The study concludes that principals supervisory role has a significant influence on students academic achievement in the study area.

Keywords: Principals' Supervisory Role, Students' Academic Achievement, Senior Secondary Schools, Nasarawa State, Nigeria

Introduction

Education is a vehicle that provides social services for the general population of a country. Through education, basic skills are acquired, and this enables a country to develop globally (Stephen & Mainoma, 2014). In order to acquire skills, the educational system must be reliable. Reliability of the educational system can only be achieved through proper and effective supervision (Usman, 2013).

Background to the Study

The principal's supervisory responsibility in ensuring that educational objectives are achieved and that standards are maintained has not been emphasized by many as one of the determining factors in students' performance (Effiong, 2006). The question of poor achievement of students in public examinations has been attributed to the poor performance of teachers. However, there were other contributing factors to the decline in educational performance, such as communication problems, lack of

motivation and encouragement of teachers, and lack of commitment on the part of teachers (Ricarda, 2015).

Statement of the Problem

Student academic achievement in the area under study seems to be far below the standard set by the National Policy on Education (NPE), as a result of poor school facilities, inadequate funding, leading to massive failure in WAEC and NECO over the years.

Research Questions

1. What is the level of principals' supervisory role in senior secondary schools in Nasarawa State West Senatorial Zone?
2. What is the level of students' academic achievement in senior secondary schools in Nasarawa West Senatorial Zone?
3. What is the influence of principals' supervisory role on students' academic achievement in senior secondary schools in Nasarawa West Senatorial Zone?

Objective of the Study

The main objective of this study is to determine the influence of principals' supervisory role on students' academic achievement in public senior secondary schools in West Senatorial Zone of Nasarawa State.

LITERATURE REVIEW

This chapter reviews literature on school supervision, principals' supervisory role, and students' academic achievement.

2.1 Conceptual Framework

School supervision refers to activities that improve instruction and student learning (National Policy on Education, 2013). Principals' supervisory roles include managing curriculum, supervising teachers, and improving instruction (Ozigi, 1989).

2.2 Empirical Review

Studies show effective instructional supervision improves teacher performance and student achievement (Ayeni, 2012; Samo, 2017). However, challenges like lack of resources, inadequate training, and politics hinder supervision (Uğurlu, 2014).

2.3 Theoretical Framework

This study is anchored on Pavan's (1993) Clinical Supervision Theory and Elger's (2007) Theory of Performance, emphasizing collaborative supervision and performance improvement.

Research Methodology

3.1 Research Design

This study employed a descriptive survey design to investigate the influence of principals' supervisory role on students' academic achievement in senior secondary schools in Nasarawa West Senatorial Zone, Nasarawa State, Nigeria.

3.2 Population and Sample

The population consisted of 69 principals and 1098 teachers from 69 public senior secondary schools. A sample size of 350 was determined using Taro Yamane's formula, with proportional allocation across five Local Government Areas (LGAs).

3.3 Instrument and Data Collection

A modified Likert-scale questionnaire, "Principals' Supervisory Role on Students' Academic Achievement" (PSRSAA), was used to collect data. The instrument was validated by experts, and a pilot test yielded a reliability coefficient of 0.83.

3.4 Data Analysis

Descriptive statistics (mean and standard deviation) were used to answer research questions, while chi-square (χ^2) tested hypotheses at 0.05 alpha level.

Data Presentation and Analysis

4.1 Data Presentation

The response rate was 97% (341/350). Descriptive statistics summarized respondents' views on principals' supervisory role and students' academic achievement.

4.2 Data Analysis

Research Question 1: Principals' supervisory role was generally positive (cluster mean = 3.22), with areas like maintaining cordial relationships and ensuring standard maintenance scoring high.

Research Question 2: Students' academic achievement was below average (cluster mean = 1.26), with poor performance in English, Mathematics, Economics, and Biology, except Government.

Research Question 3: Principals' supervisory role positively influenced students' academic achievement (cluster mean = 3.34).

Discussion, Conclusion, and Recommendations

5.1 Discussion

The findings suggest that principals' supervisory role significantly influences students' academic achievement. Effective supervision enhances teaching and learning, leading to improved academic performance.

5.2 Conclusion

The study concludes that principals' supervisory role is crucial for students' academic achievement. However, students' performance is below average, indicating a need for improvement.

5.3 Recommendations

1. Principals should prioritize supervision and provide resources.
2. Teachers should receive regular training and support.
3. Stakeholders should collaborate to improve students' academic achievement.

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