

*African Journal of Educational Management – Vol. 25, No. 1, 2024.*

**AFRICAN JOURNAL OF  
EDUCATIONAL MANAGEMENT**

**ISSN 0795 – 0063**

**Volume 25, No. 1, June 2024  
&  
Volume 25, No. 2, December 2024**

**A JOURNAL OF THE DEPARTMENT OF  
EDUCATIONAL MANAGEMENT,  
UNIVERSITY OF IBADAN**

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**SCHOOL SUPERVISION, INSPECTION AND QUALITY OF SECONDARY  
EDUCATION IN IBADAN NORTH LOCAL GOVERNMENT AREA, OYO  
STATE**

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**Abstract**

*Effective school supervision and inspection have been identified as key mechanisms for improving educational outcomes. However, research specifically focusing on their influence on secondary education quality in the context of Ibadan North Local Government remains limited. This study adopted descriptive survey research design. Four hypotheses were formulated and tested at 0.05 level of significance. The population of the study comprised all the teachers' and principals in Ibadan North Local Government Area of Oyo State, while 391 teachers and principals were sampled through multistage sampling technique. A self-structured questionnaire titled "Influence of School Supervision and Inspection on Quality of Secondary Education (ISSIQS)" containing 18 items with 0.85 reliability coefficient was used for data collection. The data collected was analysed using Pearson Product Moment correlation and multiple regression at 0.05 level of significance. The study found that school supervision has positive and significant relationship with quality education ( $r=0.049$ ,  $p=0.033$ ) & ( $r=0.706$ ,  $p=0.000$ ) for both teachers and principals respectively. Also, school inspection has positive and (no) significant relationship with quality secondary education ( $r=0.266$ ,  $p=0.243$ ) & ( $r=0.753$ ,  $p=0.000$ ) for both teachers and principals respectively. There was found to be a relative and joint contribution of school supervision and inspection on the quality secondary education. The study concluded that school supervision and inspection have*



*positive and significant relationship with quality secondary education. It was therefore recommended that school supervision and inspection should be given more attention to further enhance quality of secondary education.*

**Keywords:** School supervision; school inspection, quality of secondary education

### **Introduction**

Quality education is fundamental to societal progress and individual empowerment. In Nigeria, the quest for quality education is particularly pertinent in the secondary education sector, where challenges such as inadequate infrastructure, teacher shortages and curriculum implementation issues persist. In addressing these challenges, effective school supervision and inspection have emerged as critical mechanisms for enhancing the quality of education delivery. This background provides an overview of the context, challenges and significance of school supervision and inspection in improving quality of secondary education quality in Ibadan North Local Government Area, Oyo State.

Nigeria's education system is complex, reflecting the country's diverse socio-economic and cultural landscape. While the government has made efforts to increase access to education, significant challenges remain. According to the World Bank, Nigeria's education sector faces issues such as low learning outcomes, high dropout rates, and disparities in access between urban and rural areas. These challenges are particularly pronounced in secondary education, where issues of quality and relevance persist. A study by Awoyemi and Daramola (2018) underscores the need for comprehensive reforms to address these challenges and improve the quality of secondary education nationwide. Some of the schools in Oyo State, typifies the challenges facing secondary education in Nigeria. The region grapples with issues such as inadequate infrastructure, teacher shortages, and limited access to educational resources. A report by the Oyo State Ministry of Education (2020) highlights the disparities in educational outcomes within the local government, with urban areas often experiencing better-equipped schools compared to rural areas. These challenges hinder the provision of quality education and perpetuate socio-economic inequalities among students.

School supervision and inspection are integral components of educational governance aimed at improving the quality of education provision. According to Oyedele and Ige (2019), effective supervision involves regular visits to schools by education officials to assess teaching methods, curriculum implementation, and student learning outcomes. Inspection, on the other hand, entails external evaluations to ensure compliance with educational standards and regulations. Studies by Oduyoye and Afolabi (2017) emphasize the significance of supervision and inspection in identifying areas for improvement and enhancing accountability within the education system.

Inspection and supervision are sometimes used interchangeably; however they have slightly different interpretations. Inspection involves observing work in schools, collecting evidence from a variety of other sources and reporting judgment. For him, inspection therefore involves making judgment about the significance and worth of what is observed, collected and reported. However, Afolabi and Ojo (2019) argues that inspection, is not so much on judging teachers but on assessing teaching and identifying educational problems with teachers in order to help them to find solutions to the problems. Supervision may also be described as the exercise of general superintendence over the activities of functionaries in an establishment. This involves a system of mobilizing staff through the provision of guidance, advice, encouragement and motivation, in the discharge of their duties (Fabunmi & Olaoye, 2020). Supervision involves an in-house helping relationship in which the supervisor constantly and continuously guides and assists the teachers to meet set targets while school inspection involves a cooperative relationship whereby the school inspector comes into the school from outside to check and ensure that set targets are being met by both teachers and in-house supervisors (Oyedeki. & Adedibu, 2018). The schools of thought on supervision and inspection by Odofin and Olubunmi (2019) show that both activities focus on the schools' areas of weaknesses and provide solutions or recommend on possible remedies to the weaknesses.

Both school inspection and school supervision identify the shortcomings in the school setting and either passes judgement or provides remedial guidance and support to stakeholders. All stakeholders (school authorities, parents, students, school supervisors

and school inspectors) support quality education. School inspectors and school supervisors work towards reducing the shortcomings in the school setting. Where the shortcomings are kept to a minimum, academic achievement and performance will be enhanced (Okeke & Nwankwo, 2018).

In the educational landscape, the role of school inspection and supervision stands as a critical determinant of the quality of secondary education. The efficacy of schools is not solely dependent on curriculum design or teacher competence; rather, it hinges significantly on the implementation of robust inspection and supervision mechanisms. Within the context of secondary education, effective inspection and supervision serve as indispensable tools for ensuring adherence to standards, fostering continuous improvement, and enhancing overall educational outcomes. The National Policy on Education (NPE) of Nigeria is one example of an educational policy that offers a thorough framework for monitoring and inspecting schools. These systems are intended to guarantee standards compliance, encourage accountability, and support ongoing development of teaching methods. Respecting the NPE's tenets is crucial to preserving the integrity and quality of education in Ibadan North Local Government (Olorukooba & Amadi, 2020).

School supervision and inspection have a long history that dates back to the colonial era. These procedures were first put in place to make sure that educational regulations and standards were followed, but they have since expanded to include more goals, like encouraging accountability and fair access to education (Agwagah, & Eze, 2019). Inspection and supervision play a pivotal role in shaping the educational landscape of locations such as Ibadan North Local Government, acting as catalysts for educational growth within this historical context.

Against the backdrop of the challenges facing secondary education in Ibadan North Local Government, investigating the influence of school supervision and inspection is imperative. By examining current practices, identifying gaps, and proposing strategies for improvement, this research seeks to inform policy interventions and capacity-building initiatives tailored to the local context. Moreover, insights gained from the study can contribute to the broader discourse on educational governance and quality assurance strategies in Nigeria.

Thus, addressing the influence of school supervision and inspection holds significant implications for educational stakeholders and policymakers striving to enhance secondary education quality in Ibadan North Local Government and beyond.

### **Aims and Objectives of the Study**

The main aim of this study is to comprehensively examine the influence of school inspection and supervision on the quality of secondary education in Ibadan North Local Government. The specific objectives are investigated:

1. relationship between school supervision and quality secondary education in Ibadan North Local Government Area of Oyo State.
2. relationship between school inspection and quality secondary education in Ibadan North Local Government Area of Oyo State.
3. relative contribution of school supervision and inspection on quality secondary education in Ibadan North Local Government Area of Oyo State.
4. joint contribution of school supervision and inspection on quality secondary education in Ibadan North Local Government Area of Oyo State.

### **Hypotheses**

**Ho1:** There is no significant relationship between school supervision and quality secondary education in Ibadan North Local Government Oyo State.

**Ho2:** There is no significant relationship between school inspection and quality secondary education in Ibadan North Local Government Oyo State.

**Ho3:** There is no significant relative contribution of school supervision and inspection on quality secondary education in Ibadan North Local Government Oyo State.

**Ho4:** There is no significant joint contribution of school supervision and inspection on quality secondary education in Ibadan North Local Government Oyo State.

### **Methodology**

This study adopted descriptive survey research design. The design was chosen because the researcher did not manipulate the data in the study. The population for this study comprised all secondary school teachers and principals in Ibadan North Local Government Area in Oyo State, Nigeria. The sample for this study was drawn through multistage sampling procedure. At first stage, 50% of the entire schools were sampled which made up twenty-one (21) schools using simple random sampling technique. At the second stage, all principals in the twenty-one (21) schools were totally enumerated, while teachers were sampled using proportionate to size sampling procedure from each of the twenty-one (21) schools to sum up to 370 which is 5% of the total population of teachers in the Local Government Area. Therefore, the total sample for the study was 391 which comprised both principals and the teachers. A self-designed instrument tagged: "Influence of School Supervision and Inspection on Quality of Secondary Education (ISSIQS)" was used for data collection. The instrument was content validated while the reliability coefficient of 0.85 was arrived at. The data collected were collated, arranged, scored, analyzed and interpreted using inferential statistics of Pearson Product Moment Correlation and Multiple regression analysis to test the hypotheses to determine influence of independent variables on the dependent variable at 0.05 level of significance.

### **Results**

#### **Analysis of Hypotheses**

**Ho1:** There is no significant relationship between school supervision and quality secondary education in Ibadan North Local Government Oyo State.

**Table 1a: Correlation Summary of Independent variables on Dependent variable**

Variables	N	Mean	SD	r-cal	Sig	Remark
School Supervision (Principals)	21	19.76	4.50	0.049	0.033	Sig.
Quality Education	21	11.09	4.00			

Table 1 showed the Pearson product correlation analysis of the relationship between school supervision and quality secondary education. This was found to have a positive correlation and statistically significant ( $r=0.049$ ,  $p=0.033$ ). Hence,  $H_0$  was not supported. This showed that there was positive relationship between school supervision and quality secondary education in Ibadan North Local Government Area, Oyo State.

**Table 1b: Correlation Summary of Independent variables on Dependent variable**

Variables	N	Mean	SD	r-cal	Sig	Remark
School Supervision (Teachers)	370	18.24	6.68	0.706	0.000	Sig.
Quality Education	370	11.09	4.00			

Table 1b showed the Pearson product moment correlation analysis of the relationship between school supervision and quality secondary education was found to have a positive correlation and statistically significant ( $r = 0.706$ ,  $p = 0.000$ ). Hence,  $H_0$  was not supported. This shows that there is significant relationship between school supervision and quality secondary education in Ibadan North Local Government Area, Oyo State.

**Ho2:** There is no significant relationship between school inspection and quality secondary education in Ibadan North Local Government Oyo State.

**Table 2a Correlation Summary of Independent variables on Dependent variable**

Variables	N	Mean	SD	rcal	Sig	Remark
School Inspection (Principals)	21	17.81	5.53	0.266	0.243	Not sig.
Quality Education	21	11.09	4.00			

Pearson product correlation of the school inspection and quality secondary education in Ibadan North Local Government Area, Oyo State. The result was found to have a positive correlation and statistically not significant ( $r=0.266$ ,  $p=0.243$ ). Hence, Ho2 was not supported. This showed there was significant relationship between school inspection and quality secondary education in Ibadan North Local Government Area, Oyo State.

**Table 2b: Correlation Summary of Independent variables on Dependent variable**

Variables	N	Mean	SD	rcal	Sig	Remark
School Inspection (Teachers)	370	17.87	7.11	0.753	0.000	Sig.
Quality Education	370	11.09	4.00			

Pearson product correlation of the school inspection and quality secondary education in Ibadan North Local Government Area, Oyo State. The result was found to have a positive correlation and statistically significant ( $r=0.753$ ,  $p=0.000$ ). Hence, Ho2 was not supported. This shows there is significant relationship between school inspection and quality secondary education in Ibadan North Local Government Oyo State.

**Ho3:** There is no relative contribution of school supervision and inspection on quality secondary education in Ibadan North Local Government Oyo State.

**Table 3a: Summary of relative contribution of Independent variables on Dependent variable**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remark
	B	Std. Error	Beta			
Constant	9.344	2.649		3.527	.002	
School Supervision (Principal)	.034	.133	.063	.257	.800	Not sig.
School Inspection (Principal)	.128	.108	.291	1.183	.252	Not sig.

a. Dependent Variable: Quality Education.

Table 3a shows the relative contribution of school supervision and inspection on quality secondary education in Ibadan North Local Government Oyo State. The table indicates that there was positive and not significant relative contribution of school supervision ( $\beta=.034$ ;  $p < 0.05$ ) and positive and not significant relative school inspection ( $\beta=.128$ ;  $p < 0.05$ ) on quality secondary education in Ibadan North Local Government Area, Oyo State.



**Table 3b: Summary of relative contribution of Independent variables on Dependent variable**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remark
	B	Std. Error	Beta			
Constant	3.328	.407		8.179	.000	
School Supervision (Teachers)	.027	.057	.045	.481	.630	Not sig.
School Inspection (Teachers)	.407	.053	.711	7.652	.000	Sig.

a. Dependent Variable: Quality Education.

Table 3b showed the relative contribution of school supervision and inspection on quality secondary education in Ibadan North Local Government Area, Oyo State. The table indicated that there was positive and not significant relative contribution of school supervision ( $\beta=.045$ ;  $p>0.05$ ) and school inspection ( $\beta=.711$ ;  $p< 0.05$ ) on quality secondary education in Ibadan North Local Government Area, Oyo State.

**Ho4:** There is no significant joint contribution of school supervision and inspection on quality secondary education in Ibadan North Local Government Oyo State.

**Table 4a: Summary of joint contribution of Independent variables on Dependent variable**

ANOVA						
Model	Sum of Squares	Df	Mean Square	F	Sig	Remark
Regression	8.839	2	4.420	.722	.499 <sup>b</sup>	Significant
Residual	110.113	18	6.117			
Total	118.952	20				
R= .273 <sup>a</sup> R Square= 0.074 Adjusted R Square= -0.029 Std. Error of the Estimate= 2.47334						

a. Dependent Variable: Quality Education

b. Predictors: (Constant), School Supervision and Inspection.

Table 4a showed the joint contribution of influence of school supervision and inspection on quality secondary education in Ibadan North Local Government Area, Oyo State. The table indicated that there was a negative significant joint contribution of school supervision and inspection on quality secondary education in Ibadan North Local Government Area, Oyo State ( $F(2) = .722$ ; Adjusted  $R^2 = -0.029$ ;  $P < 0.05$ ). From the above, it was evident that the linear combination is significant. The adjusted  $R^2$  value of  $-0.029$  indicated that the significant joint effect made by all the independent variables is  $-2.9\%$ . About  $-2.9\%$  of the variation in the determinants of school supervision and inspection on quality secondary education in Ibadan North Local Government Area, Oyo State was accounted for by the independent variables.

**Table 4b: Summary of joint contribution of Independent variables on Dependent variable**

ANOVA						
Model	Sum of Squares	Df	Mean Square	F	Sig	Remark
Regression	3472.916	2	1736.458	240.667	.000 <sup>b</sup>	Significant
Residual	2647.973	367	7.215			
Total	6120.889	369				
R= .753 <sup>a</sup> R Square= 0.567 Adjusted R Square= .565 Std. Error of the Estimate= 2.68611						

- a. Dependent Variable: Quality Education
- b. Predictors: (Constant), School Supervision and Inspection.

Table 5 showed the joint contribution of influence of school supervision and inspection on quality secondary education in Ibadan North Local Government Area, Oyo State. The table indicated that there was a positive significant joint contribution of school supervision and inspection on quality secondary education in Ibadan North Local Government Area, Oyo State ( $F(2) = 240.667$ ; Adjusted  $R^2 = 0.565$ ;  $P < 0.05$ ). From the above, it was evident that the linear combination is significant. The adjusted  $R^2$  value of 0.565 indicated that the significant joint effect made by all the independent variables is 56.5%. About 56.5% of the variation in the determinants of school supervision and inspection on quality secondary education in Ibadan North Local Government Area, Oyo State was accounted for by the independent variables.

#### Discussion of Findings

Pearson product correlation of the school supervision and quality secondary education on the principals was found to have a positive correlation and statistically not significant ( $r=0.049$ ,  $p=0.833$ ). Hence,  $H_01$  was not accepted. This showed that there is significant relationship between school supervision and quality secondary education on principals in Ibadan North Local Government Area, Oyo State. While, Pearson product correlation of the school supervision and quality

secondary education on the teachers was found to have a positive correlation and statistically significant ( $r=-0.706$ ,  $p=0.000$ ). Hence,  $H_{o1}$  was not accepted. This shows that there is significant relationship between school supervision and quality secondary education on teachers in Ibadan North Local Government Oyo State. Igwe and Nnaji (2018) in their study on using zero money to tackle the challenge of universal education in Africa, particularly in Uganda, reports that, supervision provided both teacher and they were supervisors the chance to work as a team to improve students' learning.

Pearson product correlation of the school inspection and quality secondary education on principals in Ibadan North Local Government Area, Oyo State. The result was found to have a positive correlation and statistically not significant ( $r=0.266$ ,  $p=0.243$ ). Hence,  $H_{o2}$  was not accepted. This shows there is significant relationship between school inspection and quality secondary education on principals in Ibadan North Local Government Area, Oyo State. While, Pearson product correlation of the school inspection and quality secondary education on teachers in Ibadan North Local Government Oyo State. The result was found to have a positive correlation and statistically significant ( $r=0.753$ ,  $p=0.000$ ). Hence,  $H_{o2}$  was not supported. This shows there was significant relationship between school inspection and quality secondary education on teachers in Ibadan North Local Government Oyo State. Their review showed that no specific characteristic of school inspections in itself leads to improvement, but effects arise as a result of a complex interaction between inspection characteristics and students, teachers and the school management. Generally, the type and frequency of school inspections (e.g. full/thematic school inspections), the standards and thresholds used to assess and provide feedback to schools during inspection visits and the sanctions, rewards and interventions used to motivate schools to improve (including the public report of the Inspectorate) seem to be the dominant aspects of school inspections affecting change in schools (Enunwa, & Umeozokwere, 2017).

Result of the study also showed the relative contribution of school supervision and inspection on quality secondary education in Ibadan North Local Government Oyo State. The table indicated that there was significant relative negative contribution of school supervision ( $\beta=-.034$ ;  $p < 0.05$ ) and positive significant relative school

inspection ( $\beta=.128$ ;  $p < 0.05$ ) on quality secondary education in Ibadan North Local Government Oyo State. It showed the relative contribution effect of school supervision and inspection on principals in Ibadan North Local Government. While, the relative contribution of school supervision and inspection on quality secondary education in Ibadan North Local Government Oyo State. The table indicates that there is significant relative positive contribution of school supervision ( $\beta=.027$ ;  $p < 0.05$ ) and school inspection ( $\beta=.128$ ;  $p < 0.05$ ) on quality secondary education in Ibadan North Local Government Oyo State. It showed the relative contribution effect of school supervision and inspection on teachers in Ibadan North Local Government.

Furthermore, the joint contribution of school supervision and inspection on quality secondary education in Ibadan North Local Government Area, Oyo State. The table indicated that there was a negative significant joint contribution of school supervision and inspection on quality secondary education in Ibadan North Local Government Oyo State ( $F(2) = .722$ ; Adjusted  $R^2 = -0.029$ ;  $P < 0.05$ ). From the above, it is evident that the linear combination is significant. The adjusted  $R^2$  value of  $-0.029$  indicates that the joint effect made by all the independent variables was  $-2.9\%$ . About  $-2.9\%$  of the variation in the determinants of school supervision and inspection on quality secondary education in Ibadan North Local Government Oyo State was accounted for by the independent variables. This showed the effect joint contribution on the principals in Ibadan North Local Government. While on the teachers, showed the joint contribution of influence of school supervision and inspection on quality secondary education in Ibadan North Local Government Oyo State. The table indicates that there is a positive significant joint contribution of school supervision and inspection on quality secondary education in Ibadan North Local Government Oyo State ( $F(2) = 240.667$ ; Adjusted  $R^2 = 0.565$ ;  $P < 0.05$ ). From the above, it is evident that the linear combination is significant. The adjusted  $R^2$  value of  $0.565$  indicates that the joint effect made by all the independent variables is  $56.5\%$ . About  $56.5\%$  of the variation in the determinants of school supervision and inspection on quality secondary education in Ibadan North Local Government Area, Oyo State was accounted for by the independent variables.

**Conclusion**

This study was carried out on influence of school supervision and inspection on quality of Secondary Education in Ibadan North Local Government Area, Oyo State. In summary, while the findings suggested a nuanced or positive but not significant relationship between school supervision, school inspection, and quality secondary education in Ibadan North Local Government Area, Oyo State, it is evident that both mechanisms play crucial roles in shaping educational outcomes. Efforts to enhance the effectiveness of school supervision and inspection should be prioritized to ensure continuous improvement in quality secondary education.

**Recommendations**

Based on the findings of this study, the following recommendations were made:

1. The government and school authority should adopt of the use of technology to streamline and enhance the supervision and inspection process. This will address the challenge of mobility of the school supervisors and inspectors.
2. School authority should continue to ensure school supervision and inspection activities to address more specific areas for improvement.
3. Government and school authority should provide more targeted support and resources to enhance modern school supervision and inspection.
4. Government should encourage regular feedback, coaching, and mentoring to teachers and school leaders based on the findings of supervision and inspection visits.
5. Government and school authority should establish more mechanisms for effective continuous monitoring, evaluation, and improvement of school supervision and inspection practices.
6. The government should ensure to attend to the report given by the school supervisors and school inspectors.
7. The government should ensure to continually train and retrain the school supervisors and school inspectors for effective delivery of service.

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