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**INFLUENCE OF PRINCIPAL SUPERVISION AND RESOURCE AVAILABILITY  
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**Abstract**

*This study investigated the influence of principal supervision and resource availability on teacher performance in public secondary schools in Oyo State, Nigeria, using a quantitative correlational design. The sample comprised 150 principals, 750 teachers, and 1,500 Senior Secondary 2 students across nine educational zones. Data were collected via structured questionnaires with high reliability (Cronbach alpha: 0.79–0.85). Hypotheses were tested with multiple regression and ANOVA. Principal supervision significantly predicted teacher performance ( $\beta = 0.38, p < 0.01, R^2 = 0.24$ ). Resource availability also emerged as a significant predictor ( $\beta = 0.35, p < 0.01, R^2 = 0.21$ ). Their interaction further enhanced performance ( $\beta = 0.22, p < 0.05, R^2 = 0.32$ ). Significant zone-level differences existed ( $F(8, 741) = 6.74, p < 0.01$ ), with urban zones outperforming rural ones. Recommendations included principal training, targeted rural resource allocation, and integrated supervision-resource strategies to reduce disparities and boost performance. The findings underscored equitable policies for improved educational outcomes in Oyo State.*

**Keywords:** Principal supervision, Resource availability, Teacher performance, Urban-rural disparity, Oyo State

### **Background**

One of the foundations of education quality is the performance of teachers, as it directly affects the performance of students and the effectiveness of the entire secondary education system. Secondary education in Nigeria is a very important bridge between primary education and the tertiary education environment, which determines the academic path of the students and prepares them to make socio-economic contributions. Oyo State, being one of the important educational centres in Southwestern Nigeria, has a great proportion of publicly owned secondary schools where teacher performance is central to meeting the educational objectives of the National Policy on Education (Enyiazu, 2022). Quality instruction fosters cognitive growth of students, critical thinking, and achievement of the curriculum goals. But there are various conditions that determine teacher performance which are strong supervision by the school principals and existence of the necessary resources in terms of teaching resources, facilities and access to professional development opportunities.

Public secondary schools in Oyo State face persistent challenges in teacher performance, driven by inconsistent principal supervision and chronic shortages of essential resources. Supervision often suffers from bureaucratic delays, inadequate principal training, and uneven application across zones, which fails to foster accountability or professional growth among teachers (Ifeyinwa and Onyekwelu, 2021). Resource constraints compound this issue, with overcrowded classrooms, outdated materials, low teacher-student ratios, and limited access to professional development hindering effective instruction, particularly in rural areas like Ibarapa and Saki (Oyekunle, 2024). Budgetary allocations to education remain insufficient, exacerbating these disparities and contributing to lower student outcomes and systemic inefficiencies in a state pivotal to southwestern Nigeria's educational landscape.

Despite the recognised role of supervision in providing structured guidance, feedback, and support to build responsibility and development (Bada et al., 2024), and resources in creating an enabling teaching environment, their combined impact on teacher performance

stays underexplored amid Nigeria's frequent educational disruptions. Empirical evidence on this interplay is scarce (Abiodun-Oyebanji, 2021), leaving policymakers without targeted strategies to address urban-rural gaps and enhance overall effectiveness. This study bridges that void by examining supervision and resource availability both separately and interactively, offering evidence-based insights for leadership, allocation, and equity in Oyo State and similar contexts.

### **Statement of the Problem**

Teacher performance in public secondary schools in Oyo State has declined markedly, undermined by erratic principal supervision and severe resource deficits that directly impair instructional quality and student achievement (Oyekunle, 2024). Principal supervision, intended to motivate teachers and refine their practices through guidance and feedback, falters under bureaucratic hurdles, inadequate training for principals, and inconsistent rollout across urban and rural zones (Ifeyinwa and Onyekwelu, 2021). Compounding these flaws, persistent shortages plague the system: overcrowded classrooms strain interactions, obsolete teaching materials stifle engagement, and scant professional development opportunities erode teacher efficacy, with rural areas like Ibarapa and Saki suffering most acutely.

These intertwined deficiencies sustain a cycle of underperformance, yet empirical research in Nigeria rarely dissects the independent and joint contributions of supervision and resources to this crisis (Abiodun-Oyebanji, 2021; Bada et al., 2024). Without such targeted analysis, policymakers lack the evidence to craft interventions that could equalise opportunities, boost motivation, and elevate educational outcomes state-wide. This study addresses that void by quantifying the separate and interactive effects of principal supervision and resource availability on teacher performance.

**H<sub>01</sub>:** Principal supervision has no significant effect on teacher performance in Oyo State secondary schools.

**H<sub>02</sub>:** Resource availability has no significant effect on teacher performance in Oyo State secondary schools.

**H<sub>03</sub>:** The interaction between principal supervision and resource availability has no significant effect on teacher performance in Oyo State secondary schools.

H<sub>04</sub>: There are no significant zone-wise variations in the influence of principal supervision and resource availability on teacher performance across Oyo State.

**The objectives of this study are to:**

1. Assess the impact of principal supervision on teacher performance.
2. Evaluate the role of resource availability in enhancing teacher performance.
3. Examine the combined effect of principal supervision and resource availability on teacher performance.
4. Identify zone-wise differences in teacher performance related to supervision and resource availability.

Through addressing these objectives, the study will give a holistic view of the factors that define the performance of teachers, which will be used to shape the education systems in Oyo State.

**Literature Review**

Educational supervisory roles rested on theoretical concepts that explained the impact of leadership on teacher performance. According to the Path-Goal Theory (Bans-Akutey, 2021), a successful leader, including a principal, clarified through factors such as setting clear goals, removing barriers, and providing support to subordinates to raise their productivity. In schools, principal supervision established clear instructional expectations, delivered positive feedback, and created a conducive environment. Bada et al. (2024) found that the instructional leadership employed by principals, characterised by frequent classroom observations and professional dialogue, exerted a substantial positive effect on teachers' pedagogical skills and classroom management.

The Two-Factor Theory, proposed by Herzberg (Ibrahim et al., 2023), identified two sets of factors leading to motivation and dissatisfaction: hygiene factors (e.g., working conditions, resources) and motivators (e.g., professional growth, recognition). Applied to Oyo State, principal supervision acted as a motivator to ensure recognition and direction, whereas insufficient resources served as dissatisfiers that demoralised teachers. These theories highlighted the dual nature of

supervision as a directive and motivational process, crucial for enhancing teacher performance.

Resource availability determined teaching effectiveness, particularly in resource-deprived settings like Nigeria. Kabariah and Adiyono (2022) observed that appropriate teacher-student ratios, updated learning materials, and functional infrastructure raised the likelihood of teachers delivering engaging lessons. Conversely, the absence of teaching aids and overcrowded classes, common in Oyo State, impeded effective teaching (Oyekunle, 2024). The Resource-Based View (RBV) Theory regarded resources as strategic assets that conferred competitive advantages to organisations, including schools. Schools equipped with quality libraries, laboratories, and professional development programmes displayed higher teacher satisfaction and performance.

Empirical research corroborated these points. For instance, Ehinola and Akomolafe (2022) determined that in-service training and mentoring access correlated with significant positive effects on teachers' job performance in Ondo State, Nigeria. Similarly, Bardhoshi and Um (2021) showed that resource availability mitigated job demands, reduced teacher burnout, and enhanced self-efficacy. These results indicated that resource allocation commitment influenced teachers' capacity to meet curriculum objectives.

Cross-national studies offered a comparative perspective on supervision-resource interactions in developing nations. In Malaysia, Ibrahim et al. (2023) revealed that supervisory support, delivered alongside e-learning resources for teachers, markedly increased their motivation. These outcomes held relevance for Oyo State, where technological integration in supervision progressed but remained constrained by resource shortages (Kabariah and Adiyono, 2023). The necessity to align supervision with resource provision to optimise educational impacts in developing contexts emerged as a common theme across such research.

Empirical studies underscored the link between teacher motivation and resource allocation. Oyekunle (2024) identified that teachers in Niger State with adequate resources reported greater job satisfaction, which translated into improved instructional delivery. Enyiazu (2022) stressed that poorly implemented education policies, including flawed resource distribution, adversely affected teachers'

welfare and performance in Nigeria. These investigations affirmed that resource availability facilitated teacher motivation with a direct bearing on performance.

## **Methodology**

### **Research Design**

This research adopted quantitative correlational research design to investigate how principal supervision and provision of resources affected the performance of teachers in secondary schools in Oyo State. Correlational approach is the most suitable in testing the proposed hypotheses because it provides the possibility to analyse the relationships between variables without experimental control over the study (Creswell & Creswell, 2018). Using inferential statistics, the research aims at measuring the strength and value of relationship between principal supervision, resources at hand and teacher performance as well as examine variations across Oyo State in terms of zones.

The study focused on secondary schools in Oyo State with the population being the public secondary schools in the State where there is a cross-section survey to gather data at only one time. The design guaranteed the effective data collection process alongside facilitating the generalisation of the research findings to the heterogeneous educational zones of the state. The quantitative research methodology is a good fit to the aims of the study as it allows the researcher to conduct a rigorous statistical analysis of the four hypotheses.

### **Population and Sampling**

The population encompassed all public secondary schools in Oyo State, with data sourced from the Oyo State Ministry of Education (2024). This population spanned nine educational zones: Ibadan Zone I, Ibadan Zone II, Ibadan Zone III, Zone IV, Ibarapa, Oyo Zone, Kajola Zone, Saki Zone, and Ogbomoso Zones I and II. Stratification ensured representativeness, and a stratified random sampling technique was employed, treating each zone as a stratum. A sample of 150 schools (approximately 23% of the total population) was selected randomly, proportional to the number of schools per zone. Within these schools, 150 principals (one per school) and 750 teachers (five per school) were

purposively sampled. Additionally, 10 Senior Secondary (SS) 2 students per school were randomly selected to evaluate perceived teacher performance, yielding a student sample of 1,500. This multi-level sampling approach captured diverse perspectives and strengthened the validity of the findings.

#### **Data Collection**

Data were collected using three structured questionnaires: the Principal Supervision Questionnaire (PSQ), Resource Availability Questionnaire (RAQ), and Teacher Performance Questionnaire (TPQ). The PSQ measured the frequency, quality, and impact of supervisory activities (e.g., classroom observations, feedback) on a 5-point Likert scale. The RAQ assessed the level and adequacy of resources, including instructional materials, infrastructure, and professional development opportunities, also on a 5-point Likert scale. The TPQ, completed by students and verified by principals, evaluated teacher performance through instructional delivery, classroom management, and student engagement. These instruments underwent pilot testing in 10 non-sampled schools, yielding Cronbach's alpha values of 0.82 for PSQ, 0.79 for RAQ, and 0.85 for TPQ, indicating high reliability. Trained research assistants administered the questionnaires, and participant anonymity and confidentiality were maintained.

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

Variables were summarised using descriptive statistics, and regression analysis to determine the significant effect of supervision, resources, on teacher performance. The hypotheses  $H_{01}$  through  $H_{03}$ , which stated that principal supervision had no significant effect on teacher performance in Oyo State secondary schools, that resource availability had no significant effect on teacher performance in Oyo State secondary schools, and that the interaction between principal supervision and resource availability had no significant effect on teacher performance in Oyo State secondary schools, were tested using multiple regression to investigate the impact of supervision and resources on performance, with controls included.

**Hypothesis  $H_{04}$** , which stated that there were no significant zone-wise variations in the influence of principal supervision and resource

availability on teacher performance across Oyo State, was tested using ANOVA that compared teacher performance across zones. SPSS 27 analysed the data at a 0.05 level of significance, and the interaction effect of supervision and resources was added to the regression models.

### Results

The sample consisted of 150 principals, 750 teachers, and 1,500 SS2 students found in the nine educational zones of Oyo State. Descriptive statistics show that the mean teacher experience is 12.4 years (SD = 4.8), 68% of teachers have a bachelor's degree or higher. The level of principal supervision is fairly regular (M = 3.2, SD = 0.9 on a 5-point scale), and the schools in urban areas report a higher level of supervision quality compared to rural ones. The availability of resources is low in general (M = 2.8, SD = 1.1), as the lack of instructional resources and the opportunity to develop professionally is more pronounced in rural areas such as Ibarapa and Saki. The student performance rates teacher at 3.5 (SD = 0.7) with increased scores in the areas where the resources are more available.

### Correlation and Regression Outcomes

H<sub>01</sub>: Principal supervision has no significant effect on teacher performance in Oyo State secondary schools.

**Table 4.1: Regression Analysis Results for Hypothesis Ho<sub>1</sub>**

Hypothesis	Model Description	Predictor	Beta (β)	Standard Error	t-value	p-value	R <sup>2</sup>	Adjusted R <sup>2</sup>
Ho1	Principal Supervision on Teacher Performance	Principal Supervision	0.38	0.04	9.50	<0.01	0.24	0.23

Regression analysis on H<sub>01</sub> revealed that principal supervision was a strong predictor of teacher performance ( $\beta = 0.38$ ,  $p < 0.01$ ). The model proved significant, accounting for 24 per cent of the variation in teacher performance scores ( $R^2 = 0.24$ ), with an adjusted  $R^2$  of 0.23 that incorporated the control variables (school location, teacher qualifications, experience). The positive beta coefficient showed that

higher levels of principal supervision, characterised by frequent classroom observations and quality feedback, correlated with improved teaching performance. This finding aligned with the Path-Goal Theory, which posited that effective leadership enhanced subordinate performance through guidance and mentoring (Bans-Akutey, 2021).

**H<sub>02</sub>:** Resource availability has no significant effect on teacher performance in Oyo State secondary schools

**Table 4.2: Regression Analysis Results for Hypothesis Ho<sub>2</sub>**

Hypothesis	Model Description	Predictor	Beta ( $\beta$ )	Standard Error	t-value	p-value	R <sup>2</sup>	Adjusted R <sup>2</sup>
Ho2	Resource Availability on Teacher Performance	Resource Availability	0.35	0.05	7.00	<0.01	0.21	0.20

Regression analysis for Ho2 showed that resource availability exerted a significant positive impact on teacher performance ( $\beta = 0.35$ ,  $p < 0.01$ ), explaining 21 per cent of the variance ( $R^2 = 0.21$ , adjusted  $R^2 = 0.20$ ). The positive beta value indicated that greater resource availability, encompassing instructional materials and professional development, raised teacher performance. This supported the Resource-Based View (RBV) Theory, which viewed resources as strategic assets that bolstered organisational performance. The slightly lower  $R^2$  compared to H01 suggested that resource availability had a somewhat smaller, yet still significant, effect than supervision.

**H<sub>03</sub>:** The interaction between principal supervision and resource availability has no significant effect on teacher performance in Oyo State secondary schools.

**Table 4.3: Regression Analysis Results for Hypothesis Ho<sub>3</sub>**

Hypothesis	Model Description	Predictor	Beta ( $\beta$ )	Standard Error	t-value	p-value	R <sup>2</sup>	Adjusted R <sup>2</sup>
Ho <sub>3</sub>	Interaction of Principal Supervision and Resource Availability	Supervision × Resource	0.22	0.06	3.67	<0.05	0.32	0.31

Regression analysis for H<sub>03</sub> revealed that the interaction between principal supervision and resource availability served as a significant predictor of teacher performance ( $\beta = 0.22$ ,  $p < 0.05$ ), accounting for 32 per cent of the variance ( $R^2 = 0.32$ , adjusted  $R^2 = 0.31$ ). This interaction effect demonstrated that effective supervision, paired with adequate resources, elevated teacher performance beyond the contributions of either variable alone. The higher  $R^2$  provided evidence of a synergistic effect, supporting Herzberg's Two-Factor Theory, in which supervision functioned as a motivator and resources as a hygiene factor to improve teacher satisfaction and performance (Ibrahim et al., 2023).

H<sub>04</sub>: There are no significant zone-wise variations in the influence of principal supervision and resource availability on teacher performance across Oyo State.

#### Zone-Wise Performance Variations

**ANOVA Results (H<sub>4</sub>):** One-way ANOVA revealed significant differences in teacher performance across zones ( $F(8, 741) = 6.74$ ,  $p < 0.01$ ). Post-hoc Tukey tests indicated that urban zones like Ibadan Zone I ( $M = 3.8$ ,  $SD = 0.6$ ) and Ibadan Zone II ( $M = 3.7$ ,  $SD = 0.5$ ) outperformed rural zones like Ibarapa ( $M = 3.2$ ,  $SD = 0.8$ ) and Saki ( $M = 3.1$ ,  $SD = 0.7$ ). These differences are attributed to higher resource availability and more consistent supervision in urban zones. The results are presented on Table 4.4.

**Table 4.4: ANOVA Results for Hypothesis Ho<sub>4</sub>**

Hypothesis	Zone Comparison	F-value	p-value	Mean (SD) by Zone
Ho <sub>4</sub>	Teacher Performance Across Zones	6.74	<0.01	Ibadan Zone I: 3.8 (0.6), Ibadan Zone II: 3.7 (0.5), Ibarapa: 3.2 (0.8), Saki: 3.1 (0.7)

ANOVA results for H<sub>04</sub> confirmed significant differences in teacher performance across Oyo State educational zones ( $F(8, 741) = 6.74, p < 0.01$ ). Post-hoc tests showed that urban zones, particularly Ibadan Zones I and II, recorded higher teacher performance scores than rural areas such as Ibarapa and Saki. The mean performance scores indicated that urban schools benefited from superior infrastructure, more frequent supervision, and greater access to professional development, aligning with the findings of Kabariah and Adiyono (2023). These disparities underscored the need for targeted interventions to address rural inequalities.

### Discussion

The results of the study contributed strong evidence that principal supervision and resources exerted major influence on teacher performance in Oyo State secondary schools, consistent with theoretical frameworks and prior research. The rejection of H<sub>01</sub> ( $\beta = 0.38, p < 0.01, R^2 = 0.24$ ) highlighted the role of instructional leadership in raising teacher performance. This finding supported Bada et al. (2024), who found that regular classroom observations and principal feedback enhanced teachers' pedagogical skills and classroom management. The Path-Goal Theory (Bans-Akutey, 2021) applied particularly well, as effective supervision clarified instructional goals and provided professional support, thereby boosting teacher productivity. The moderate  $R^2$  indicated that supervision remained a key predictor, though other variables also influenced performance, necessitating a multidimensional approach to educational improvement.

The rejection of H<sub>02</sub> ( $\beta = 0.35, p < 0.01, R^2 = 0.21$ ) demonstrated the importance of adequate resources in facilitating effective teaching. This aligned with Ibrahim et al. (2023), who reported that accessible

teaching materials, appropriate teacher-student ratios, and professional development opportunities improved teaching efficacy. The Resource-Based View (RBV) Theory regarded resources as strategic assets underpinning organisational performance. The slightly lower  $R^2$  relative to  $H_{01}$  suggested that resource availability, while crucial, produced a weaker direct effect than supervision, possibly mediated by teacher motivation according to Herzberg's Two-Factor Theory (Ibrahim et al., 2023).

The rejection of  $H_{03}$  ( $\beta = 0.22$ ,  $p < 0.05$ ,  $R^2 = 0.32$ ) confirmed a synergistic effect. The higher  $R^2$  in this model showed that the combined influence of supervision and resources explained more variance in teacher performance than either factor alone. This synergy reinforced Herzberg's Two-Factor Theory, which positioned supervision as a motivator and resources as a hygiene factor creating an optimal teaching environment (Ibrahim et al., 2023). The interaction effect indicated that effective supervision amplified resource benefits, for example, through feedback sessions that guided teachers in using available materials efficiently.

The rejection of  $H_{04}$  ( $F(8, 741) = 6.74$ ,  $p < 0.01$ ) revealed differences between urban and rural zones, with urban areas such as Ibadan Zone I ( $M = 3.8$ ) and Ibadan Zone II ( $M = 3.7$ ) outperforming rural zones like Ibarapa ( $M = 3.2$ ) and Saki ( $M = 3.1$ ). Urban schools accessed higher-quality resources and more consistent principal supervision due to superior infrastructure. This pattern matched Oyekunle (2024), who noted that resource inequalities in Nigerian schools disproportionately harmed rural teachers' job satisfaction and performance. The urban-rural divide reflected systemic inequities in resource distribution, evident in other developing countries.

#### **Educational Policy Implications**

The results brought out key policy recommendations to Oyo State and other related contexts. The instructional leadership could be enhanced by strengthening the principal supervision with the help of formal training and mentoring programmes (Ehinola & Akomolafe, 2022). The problem of resource scarcity needed to be tackled by adding more budgetary allocations, and the prioritisation of resource had to be focused on in the poorly served rural areas like Ibarapa and Saki, where strategic investment in infrastructure and e-

learning devices might have high effects (Kabariah & Adiyono, 2023). Since both supervision and resources were synergies, policies had to incorporate these two variables whereby principals were equipped to make maximum use of the materials at hand and also assist teachers efficiently. Lastly, fair allocation of resources and the deployment of capable principals in rural areas would assist in bridging the urban-rural divide and bring the educational standards of the state to the same level, as it was in the National Policy on Education (Enyiazu, 2022).

### **Summary, Conclusion and Recommendations**

The study explored the relationship between principal supervision and access to resources in terms of their influence on teacher performance in Oyo State. The results indicated that supervision enhanced performance (24% variance,  $H_{01}$ ), resources had a substantial influence on performance (21%,  $H_{02}$ ), and their interaction provided another way to increase performance (32%,  $H_{03}$ ). The differences by zone also varied ( $H_{04}$ ) as the urban schools performed better than the rural ones because of the superior supervision and resources. In general, findings pointed to the interactive nature of leadership and resources, and to the effects of the geographic differences on the effectiveness of teachers.

### **Policy Recommendations**

1. The Oyo State Ministry of Education should train principals in instructional leadership, specialising in observation, feedback, and mentoring.
2. The Oyo State Government should focus investment on infrastructure, materials, and teacher training in rural schools, particularly Ibarapa and Saki.
3. The Oyo State Ministry of Education should combine supervision with resource utilisation by training principals to help teachers maximise available resources.
4. The Oyo State Government should close urban-rural divides through establishing resource centres and deploying senior principals to underserved areas.
5. The Oyo State Ministry of Education should supervise and assess policies to achieve long-term changes in teacher performance.

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