

Influence of Principal Supervision and Resource Availability on Teacher Performance in Oyo State Secondary Schools

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Abstract

This study examines how principal supervision and availability of resources affect teacher performance in secondary schools in Oyo State, Nigeria, through a quantitative correlational research design. The sample used was 150 principals, 750 teachers and 1500 Senior Secondary 2 students in nine educational zones utilising highly reliable structured questionnaires (Cronbach's alpha: 0.79-0.85). The inferential statistics such as Pearson correlation, multiple regression, and ANOVA were used to test four hypotheses. The results prove that principal supervision is a strong predictor of teacher performance ($\beta = 0.38, p < 0.01, R^2 = 0.24$), and so is resource availability ($\beta = 0.35, p < 0.01, R^2 = 0.21$). The interrelationship between supervision and resources also supports performance ($\beta = 0.22, p < 0.05, R^2 = 0.32$) and there are also strong zone-level differences ($F(8, 741) = 6.74, p < 0.01$), with the urban ones performing better than the rural ones. The findings are congruent with the Path-Goal, Two-Factor, and Resource-Based View theories by Herzberg, indicating the combination of the beneficial influence of supervision and resources. Policy recommendations include enhancing principal training, allocations of resources to rural schools and combination of supervision and resource strategies to tackle disparity and improve teacher performance. The research establishes the importance of equitable educational policies in enhancing secondary education outcomes in Oyo state.

Keywords: Principal Supervision, Resource Availability, Teacher Performance, Oyo State, Secondary Schools

Introduction

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 intermediate between primary education and the tertiary education environment. It determines the academic path of 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). Good 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.

Principal supervision is a structured guidance, response, and expert assistance that create a culture of responsibility and onward development among instructors (Bada et al., 2024). In the meantime, availability of resources such as sufficient teacher-student ratio, classrooms full of educational activities and access to instructional materials form an enabling environment to successful teaching. The relationship between supervision and availability of resources is therefore critical in influencing the performance of teachers in resource constrained environments such as in Oyo State where often there are budgetary allocations to education that are not usually enough to facilitate the performance of teachers. This relationship is critical in understanding how to deal with issues in the system and how to make educational outcomes better in developing contexts.

Although this significance is acknowledged, the Oyo State public secondary schools have been experiencing continuous problems, such as inconsistent supervision due to bureaucratic procedures and insufficient training of the principals (Ifeyinwa & Onyekwelu, 2021), as well as the lack of resources, such as overcrowded classrooms and outdated materials (Oyekunle, 2024). These problems deter the quality of instructions and worsen urban-rural inequalities. Although previous researchers have studied supervision or resources separately, not many have empirically studied their interaction effect or zonal differences in the Nigerian setting, which is a gap that is important in this study because multi-source data is used. The research is contextually novel as it is the first to quantitatively investigate the relationship between principal supervision and resource provision on teacher performance and zonal variations in the state of nine educational zones.

The research is significant as it may be employed to develop evidence-based policies that would contribute to the increased effectiveness of teachers. Although the individual effects

of principal supervision and resource availability on teacher performance have been well-reported in the general educational literature, the study has contextual originality in that it is the first empirical study in Oyo State, Nigeria, to quantitatively investigate the interaction effect of the two variables with zonal differences across the nine educational zones in the state. It fills a gap in the Nigerian context, where very few empirical studies have found the combination of these factors, especially their synergy, and geographic differences (Abiodun-Oyebanji, 2021; Bada et al., 2024). The findings will be relevant to the debate on educational leadership and resources management and provide practical implications to policymakers, school administrators, and other stakeholders in Oyo State and other developing settings.

Revised Research Objectives and Hypotheses

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 zonal differences in teacher performance related to supervision and resource availability.

Hypotheses:

H₁: Principal supervision has a significant positive effect on teacher performance in Oyo State secondary schools.

H₂: Resource availability has a significant positive effect on teacher performance in Oyo State secondary schools.

H₃: The interaction between principal supervision and resource availability significantly enhances teacher performance.

H₄: There are significant zone-wise variations in the influence of principal supervision and resource availability on teacher performance across Oyo State.

Literature Review

Empirical research indicates the beneficial effect of principal supervision on teacher performance. For instance, Bada et al. (2024) discovered that regular classroom observations and professional dialogue are effective in enhancing pedagogical competencies and classroom management of teachers in Nigerian secondary schools. On the same note, Ehinola and Akomolafe (2022) indicated that mentoring and in-service training improve job performance among teachers in Ondo State.

The availability of resources also comes out as a major factor that determines teaching effectiveness especially in resource-deprived environments. According to Kabariah and Adiyono (2022), sufficient teacher-student ratios, modern materials, and infrastructure allow more engaging lessons, whereas shortages, which are typical of Oyo State, impede delivery (Oyekunle, 2024). Malaysian cross-national data indicate that supervisory support and e-learning resources can increase teacher motivation (Ibrahim et al., 2023), but technological constraints in Nigeria can mediate this (Kabariah and Adiyono, 2023).

These connections are further supported by studies on teacher motivation and resource allocation. Oyekunle (2024) discovered that the availability of adequate resources enhances job satisfaction and instructional delivery in Niger State, whereas inequitable policy implementation has a negative impact on teacher welfare (Enyiazu, 2022). Bardhoshi and Um (2021) established that resources alleviate job demands and decrease burnout, improving self-efficacy. Despite the well-documented individual effects, the interactions between supervision and resources, and geographic differences have not been studied in the Nigerian context, which is why the gaps in the current study are addressed through the prism of the existing theories

Theoretical Framework

The proposed study is based on a combined framework which includes Path-Goal Theory, Two-Factor Theory by Herzberg and Resource-Based View (RBV) Theory. These complementary theories offer a systematic perspective of how principal supervision (independent variable) and resource availability (independent variable) affect teacher performance (dependent variable), their interaction and zonal differences.

Path-Goal Theory (Bans-Akutey, 2021) is based on the idea that a good leader can improve the performance of subordinates by explaining the goals, eliminating barriers, and supporting them. Principal supervision, applied here, operationalises this by directive and

supportive behaviours, including classroom observations, feedback and professional guidance, which have a direct relationship to teacher performance (linking to H1). The proposed positive effect of supervision can be based on the fact that in resource-constrained settings such as Oyo State, principals can offset barriers (e.g., material shortages) by encouraging teachers and aligning their efforts with the instructional objectives.

The Two-Factor Theory of Herzberg (Ibrahim et al., 2023) separates motivators (e.g., recognition, achievement) and hygiene factors (e.g., working conditions). Principal supervision is a motivator, as it promotes recognition and development, whereas resource availability is a hygiene factor, as it avoids dissatisfaction in the case of sufficient availability. This theory, in a systematic way, explains not only individual effects (H1 and H2) but also the interaction (H3): the presence of hygiene factors (resources) allows motivators (supervision) to maximally stimulate performance, and it is expected that there will be a synergistic effect, where combined influences will produce more outcomes than individual ones.

Resource-Based View (RBV) Theory is a theory that views resources as strategic assets that give competitive advantage to organisations, including schools. The high-quality teacher performance is directly facilitated by adequate resources (e.g., instructional materials, infrastructure, professional development) (H2). Combined with leadership (supervision), RBV indicates long-term benefits, especially in the explanation of the zonal differences (H4): urban zones with superior resource endowments and supervisory practices perform better than rural ones, and inequities in resources are viewed as challenges to fair performance.

These theories combined make a strong framework: Path-Goal focuses on the directive nature of leadership, Two-Factor explains the dynamics of motivation, and RBV highlights resource contingencies. This systematises the hypotheses, which predict positive main effects (H1, H2), interaction (H3), and contextual moderation through zonal differences (H4).

Methodology

Research Design.

This research uses quantitative correlational research design to investigate how principal supervision and provision of resources affect 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 and Creswell, 2018). Using

inferential statistics, the research aims at measuring the strength and magnitude 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 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

All the public secondary schools in Oyo State are covered by the population, and the data used are accessed through the Oyo State Ministry of Education (2024). The population, which covers 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. There was stratification to facilitate representativeness and so, a stratified random sampling technique was adopted, where each zone represented a stratum. A sample of 150 schools (approximately 23% of the total population) was randomly chosen (proportional to schools per zone). In the chosen schools, there was purposively sampling of 150 principals (one principal per school) and 750 teachers (five teachers per school). There were also 10 Senior Secondary (SS) 2 students who were randomly chosen per school (to assess perceived teacher performance) and this brings about a student sample of 1,500. The multi-level sampling methodology ensured that a wide range of views is represented and the findings are made increasingly valid.

Data Collection

The research data were measured with the help of three structured questionnaires, including Principal Supervision Questionnaire (PSQ), Resource Availability Questionnaire (RAQ), and Teacher Performance Questionnaire (TPQ). PSQ indicates the frequency, quality, and impact of the activities of the supervisor (e.g., classroom observations, feedback) using a 5-point Likert scale. The RAQ evaluates the level and sufficiency of resources such as instructional materials, infrastructure and professional development opportunities on a 5-point Likert scale as well. TPQ is a questionnaire that students fill and which is verified by the principal. It evaluates teacher performance by analysing the instructional delivery, classroom management and student engagement. The instruments were pilot tested on 10 non-sampled

schools, with a Cronbach's alpha value of 0.82 (PSQ), 0.79 (RAQ), and 0.85 (TPQ) which was high. The questionnaires were administered by trained research assistants and anonymity and confidentiality of the participants was ensured.

Variables

Principal supervision (frequency of classroom visits, the quality of feedback, and professional support) (Bada et al., 2024) and resource availability (teacher-student ratios, teaching aids, infrastructure, and training opportunities) are the independent variables. Teacher performance is the dependent variable that was measured in terms of instructional effectiveness, classroom management, and student engagement (Abiodun-Oyebanji, 2021). The control variables are the location of the school, teacher qualification, and teacher experience.

Statistical Methods

Variables were summarised using descriptive statistics and Pearson correlation used to determine the relationship between supervision, resources and performance. H1–H3 was tested using multiple regression to investigate the impact of supervision and resource on performance and there were controls. H4 was tested using ANOVA that compared performance of the teachers across zones. The SPSS 27 was used to analyse the data at a 0.05 level of significance and the interaction effect of supervision and resources were added to the regression models.

Results

Descriptive Statistics of Data on Population.

The population 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

Table 4.1: Regression Analysis Results for Hypothesis H1

Hypothesis	Model Description	Predictor	Beta (β)	Standard Error	t-value	p-value	R ²	Adjusted R ²
H1	Principal Supervision on Teacher Performance	Principal Supervision	0.38	0.04	9.50	<0.01	0.24	0.23

Table 4.1 explanation: Regression analysis confirms H1, which indicates that principal supervision is a strong positive predictor of teacher performance. The model describes a significant variance, and school location, teacher qualification, and experience are controlled. This is consistent with Path-Goal Theory, which focuses on the role of leadership in offering direction and support (Bans-Akutey, 2021).

Table 4.2: Regression Analysis Results for Hypothesis H2

Hypothesis	Model Description	Predictor	Beta (β)	Standard Error	t-value	p-value	R ²	Adjusted R ²
H2	Resource Availability on Teacher Performance	Resource Availability	0.35	0.05	7.00	<0.01	0.21	0.20

Table 4.2: The H2 is accepted and proves the strong positive effect of resource availability on teacher performance (a little less explanatory power than supervision). This supports the Resource-Based View Theory, which emphasises resources as the major facilitators of performance.

Table 4.3: Regression Analysis Results for Hypothesis H3

Hypothesis	Model Description	Predictor	Beta (β)	Standard Error	t-value	p-value	R ²	Adjusted R ²
H3	Interaction of Principal Supervision and Resource Availability	Supervision $\times$ Resources	0.22	0.06	3.67	<0.05	0.32	0.31

Table 4.3 explanation: H3 is accepted, and it shows a strong interaction effect that describes the highest variance among models. This synergistic effect, which is more powerful than the effects of either of the two factors, is consistent with the Two-Factor Theory of Herzberg, in which supervision (motivator) and resources (hygiene) interact to improve outcomes (Ibrahim et al., 2023).

Zone-Wise Performance Variations

ANOVA Results (H4): 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 in Table 4.4.

Table 4.4: ANOVA Results for Hypothesis H4

Hypothesis	Zone Comparison	F-value	p-value	Mean (SD) by Zone
H4	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)

Table 4.4 explanation: ANOVA supports H4, which states that there is a significant zonal difference in teacher performance, where urban zones (e.g., Ibadan areas) perform better than rural ones (e.g., Ibarapa, Saki). This is explained by the fact that post-hoc tests attribute it to better supervision and access to resources in urban environments, highlighting systemic inequities (Kabariah & Adiyono, 2023).

Discussion

Interpretation of Findings

The findings of this research provide useful empirical evidence to substantiate established leadership and resource theories in the field of education, especially in a developing environment. Although to a large extent confirmatory, the results are in line with previous studies but with contextual nuances that should be critically analysed. The fact that H1 (principal supervision as a significant predictor of teacher performance, $\beta = 0.38$, $p < 0.01$, $R^2 = 0.24$) was confirmed highlights the significance of instructional leadership in improving the performance of teachers. This is in line with Bada et al. (2024), who concluded that frequent classroom observations and positive feedback enhance pedagogical proficiency and classroom management. The Path-Goal Theory (Bans-Akutey, 2021) can also be used in this case because efficient supervision can help to clarify the instructional goals and offer support, which enhances productivity. Nevertheless, critically, the moderate R^2 value indicates the boundary conditions: unlike in the more resource-endowed environment (e.g., Bardhoshi and Um, 2021, in the U.S.), where supervision is the only factor that can explain higher variance, the comparatively lower explanatory power here can be attributed to contextual factors in Oyo State, i.e., bureaucratic barriers or insufficient training of principals, which restrict the potential of supervision (Ifeyinwa and Onyekwelu, 2021). This raises a limitation in uncritically applying Path-Goal Theory to under-resourced settings, where leaders might not be able to eliminate barriers successfully.

The fact that H2 (resource availability is a significant predictor, $\beta = 0.35$, $p < 0.01$, $R^2 = 0.21$) was supported proves that material and professional resources are important factors that facilitate effective teaching. This aligns with the Resource-Based View (RBV) Theory and Ibrahim et al. (2023) that define resources as strategic performance assets. However, the fact that the R^2 is slightly lower than supervision begs critical questioning: other researchers in equally resource-constrained settings (e.g., Oyekunle, 2024, in Niger State) have found weaker direct effects of resources, which can be explained by measurement differences or other

intervening variables such as teacher burnout. Conversely, other cross-national studies (e.g., in Malaysia; Kabariah and Adiyono, 2023) reveal more pronounced resource effects in the case of technology, indicating that Oyo State lagging in digital integration could attenuate impacts, which itself contradicts the idea that RBV Theory should be applied universally.

H3 (significant interaction effect, $\beta = 0.22$, $p < 0.05$, $R^2 = 0.32$) is the most insightful analytical observation, which shows synergy between supervision and resources. This goes beyond validation of Herzberg Two-Factor Theory (Ibrahim et al., 2023) where supervision is a motivator and resources a hygienic factor by showing a multiplicative effect in a low-resource environment. Importantly, this is contrary to research which has found no significant interactions (e.g., some applications of the JD-R model; Koroglu and Ozmen, 2022), potentially due to resource scarcity in Oyo State enhancing the compensatory effect of supervision, which is that effective principals can address resource shortages by providing focused instructions. This contextual difference highlights a shortcoming in much of the existing literature: too much reliance on additive models in more equitable systems, which could fail to capture the synergistic processes in developing countries.

Lastly, H4 proves that there are considerable zonal differences ($F(8, 741) = 6.74$, $p < 0.01$) with urban areas performing better compared to rural areas. This corresponds to the wider trends in Nigeria (Oyekunle, 2024) but fundamentally reveals structural inequalities: lack of uniformity in supervision and resources in rural areas leads to a cycle of poor performance, which is not pronounced in urban-centric international research. This brings into question the equity assumptions of theories such as Path-Goal where it is assumed that leaders are able to support others in an equitable manner.

The results are systematically consistent with the synthesised theoretical framework. H1 confirms the supportive leadership of Path-Goal Theory which explains the ways to performance. H2 and RBV Theory confirm resources as facilitators, and the interaction in H3 confirms the motivator-hygiene synergy of Two-Factor Theory in low-resource contexts. Zonal differences (H4) are an extension of RBV that demonstrates geographic resource disparities as moderators.

Educational Policy Implications

The results provide useful policy implications to Oyo State. In addition to confirmation, they also point out the risk of single interventions: simply training on supervision (but not

fixing resource gaps) might lead to decreasing returns in rural areas, and resource allocation might not work well without effective leadership to ensure maximum utilisation. It is recommended to focus on training principals in instructional leadership, to invest in rural resources, to combine supervision and resource strategies, to redistribute principals, and to monitor policies.

Critical Reflections and Limitations of Existing Literature

Despite the fact that this research is based on sound theories, a closer approach to the literature shows that there are contradictions that should be noted. For an example, although numerous studies confirm the positive impact of supervision, others find null or negative results when supervision is seen as controlling and not supportive, a threat in hierarchical Nigerian systems (Ifeyinwa and Onyekwelu, 2021). On the same note, the resource effects are diverse, and some data indicates the declining returns in overcrowded environments common in Oyo State. These contradictions indicate a major limitation of previous research: the use of single-source, self-reported data is often used, which can exaggerate associations because of common method bias. The current research prevents this by using multi-source ratings (including student perceptions), which provides more sophisticated evidence.

Conclusions and Recommendations.

Summary of Key Results

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 indicate that supervision enhances performance (24% variance, H_1), resources have a substantial influence on performances (21%, H_2), and their interaction is another way to increase performance (32%, H_3). The differences by zone also varied (H_4) as the urban schools performed better than the rural ones because of the superior supervision and resources. In general, findings point to the interactive nature of leadership and resources, and to the effects of the geographic differences on the effectiveness of teachers.

Unique Contribution of the Study

Despite the fact that the fundamental principles of principal supervision and resource access are thoroughly developed in the international educational research, this given study has its unique contextual novelty. It is the first to empirically show the strong interaction effect

between principal supervision and resource availability on teacher performance to provide a synergistic effect that shows a greater variance than either of the two factors alone. Moreover, revealing strong zonal differences, which are caused by urban-rural variations in the quality of supervision and access to resources, with multi-source data of 150 principals, 750 teachers, and 1,500 students in all nine educational zones, the study offers new localised evidence that goes beyond the analysis of individual factors that are common in previous Nigerian literature.

Policy Recommendations

1. Train principals in teaching leadership with a specialisation on observation, feedback and mentoring.
2. Focus on infrastructure, materials, and teacher training investment of rural schools, in particular, Ibarapa and Saki.
3. Combine supervision and utilisation of resources by training the principals to assist teachers maximise resources available.
4. Close urban-rural divides through the establishment of resource centres and sending senior principals to underserved areas.
5. Supervise and assess policies in order to have long term changes in teacher performance.

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