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Challenges and strategies of instructional supervision in senior secondary schools in Yola north local government area of Adamawa state

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Abstract

The study investigated the challenges of instructional supervision in Senior Secondary Schools in Yola North Local Government Area of Adamawa State, focusing on seven key objectives related to planning, organizing, staffing, coordination, reporting, budgeting, and improvement strategies. It employed a descriptive survey research method, using questionnaires distributed to 138 respondents, including 30 school administrators and 108 teachers. The data was analyzed with mean scores and tested using an Independent Sample T-test with SPSS (Ver. 21). The study identified six major challenges: lack of proper planning, organization, staffing, coordination, reporting, and insufficient budgeting. Ten strategies were proposed to address these challenges, including training for supervisors, appointing specialists, adequate staffing, better budgeting, and strengthening the audit unit. The T-test results showed no significant difference between the responses of administrators and teachers across all hypotheses tested. Recommendations included training supervisors, appointing specialists, ensuring adequate staffing, improving budgeting, and enhancing audit practices to prevent fund embezzlement.

Keywords: Instructional Supervision; Challenges; Secondary School; Strategies and Instructive Program

1. Introduction

Supervision is basic in the advancement of any instructive program in both created and emerging nations (Rahjan, 2012). Instruction being the greatest instrument for scholastic advancement, social activation, political endurance and powerful public improvement of any nation and comprises the single biggest venture in a nation like Nigeria (Akpa,2002:54). In training, the job of teachers has gone through emotional changes in the new past. Numerous instructors, particularly understudy educators and recently qualified instructors might not have dominated or created adequate abilities for powerful educating; subsequently, there is need for management of guidance in the homeroom (Rajahn, 2012). Ojogwu (2008) expressed that management makes consciousness of sound instruction methods of reasoning in instructors, it makes them to know about instructive approaches and changes and make them a vital part of the entire framework so the point will be accomplished in light of the fact that educators are vehicles that will convey any instructive changes in schools.

Still on the difficulties of oversight, Studies did by (Ajayi&Ayorinde, 2006) and (Eya&Leonard, 2012) show that; a few bosses need information and ability to do their positions, there is defilement like mis-administration of assets, shakiness in government, and different issues as a result of latest thing of innovation in learning.

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Rehearsing directors of auxiliary schools experience many difficulties while targeting offering help administration viably and productively to their staff individuals. The difficulties likewise remember absence of preparing for management standards and abilities, inordinate responsibility, directors attitudinal and procedural issues and absence of direction needed to fill the mind boggling roles of their situation as referred to in instructive oversight manuals (MOE, 1987). In expansion to the difficulties referenced above, in optional schools' oversight, the idea of informative management is obliged by the subject specialization of the chief. Directors who have been instructors of dialects can't evaluate the understudies' exhibition in science, nor offer educators of math the sort of expert help they need. Moreso, for some educators, oversight is an inane exercise that has little worth other than consummation of the necessary assessment structure for execution; for choice of their advancement, move and to stop their augmentations if fundamental.

As there is typically no smoke without fire, the varieties of difficulties recorded have causes which as indicated by NOUN, (2006) incorporate government's remarkable extension of enrolments without a comparing expansion in the offices all around the country. Ogunsaju in Utake, (2012) likewise thought that informative management difficulties might be ascribed to the quick enrolment development of understudies in schools and expansion in demonstrable skill inside the instructive framework. Since we have exceptionally enormous classes, an expansion in the quantities of optional school understudies and the need to work on the weakened nature of training, there is deficiency of qualified educators to help in the homeroom, this large number of exercises has carried with it guidance issues which give solid proof of the requirement for management of guidance. Holes in educators' strategic information have been very much archived in different regions of the planet as one of such educational issues. The above factors which cleared the requirement for quality management turned into an adage to further develop guidance in the present essential and auxiliary schools of Nigeria's schooling framework. Nakpodia (2006) stated that educational oversight in the advanced time focuses on the improvement of the instructing learning circumstance for the advantages of both the educators and the students, helps in the ID of spaces of solidarity and shortcomings of instructors, follow-up exercises that ought to be aimed at the improvement of recognized spaces of educators' shortcomings and give acknowledgment to the educators while making a friendly working air dependent on great human relations. Additionally, it helps the educators as far as self-disclosure, especially in the space of act of spontaneity and utilization of present day showing helps as a reason for further developing instructing methodologies.

In consistence with the suggestion of the World Conference on Education held in Jontien, Thailand in 1991 "Education For All" (EFA), Nigeria dispatched the Universal Basic Education (UBE) in September 1999. The UBE was dispatched with more extensive degree which gives a long term widespread, free and mandatory schooling covering essential and junior optional instruction. The UBE covers a huge scope of populace which incorporate country people, offspring of wanderers (Nomadic populace), road youngsters, almageries and kids with exceptional requirements. Without beating around the bush, the UBE is a colossal endeavor which requires tremendous monetary and HR, and any endeavor of such brilliance requires compelling oversight and observing on the off chance that its points should be accomplished. As specified in the National Policy on Education (FRN, 2004), the objectives of optional instruction is to give the most elevated level of essential training equipped towards setting up the kid for future difficulties in tertiary foundation and in the general public at large. This highlights the motivation behind why oversight of guidance becomes required as it is the device for the improvement of instructing and learning at all levels.

Characterizing the idea regarding word reference of training as all work of school authorities, toward giving administration to instructors and other schooling laborers in the improvement of guidance, including the incitement of expert development and advancement of educators, the choice and confirming of instructive destinations, material of guidance and techniques for instructing and the assessment of guidance. The import of educational oversight is to assist educators with enhancing instructing and learning circumstance and furthermore to give appropriate climate important to quality learning through successful instructing. Shockingly nonetheless, in schools today, management is missing than it did in the beyond twenty years. This might be credited to the fast enrolment development of understudies in schools and expansion in polished methodology inside the instructive framework (Ogunsaju in Utare, 2012.)

Adebayo (2008) noticed that the state funded instruction today is confronted with different difficulties going from fumble of assigned resources, lacking management to bombing scholastic guidelines to the degree that the basic role of tutoring has been saved. The difficulties referenced by Adebayo (2008) almost certainly has driven unquestionably to the horrible showing of understudies in outer assessments. These outer assessment results stay the significant mark of low quality in the auxiliary school instructive framework. For instance, the West African Examination Council (WAEC) records of the outcomes delivered in 2010 was accounted for similar to the most exceedingly terrible in the years 2008, 2009 and 2010. In 2008, the outcome was 23%,

1.1. Statement of the problem

Instructional Supervision as a tool of quality control in the school management system is neglected by most of the public senior secondary schools principals in Yola North Local Government Area of Adamawa State, Nigeria. Most Principals rather concentrate on traditional management routine task than doing the vital instructional activities that are more related to instructional supervision. Yunus, Yunus and Ishak (2014) found that Principals spent less than a third of their time in instructional supervision. Principals are believed to be using only 20% of their time for curriculum related task and staff development activities. They concluded that if schools are to progress, the Principal cannot allow managerial duties interfere with the leadership on curriculum.

1.2. Purpose of the Study

The general purpose of the study is to find out the challenges of instructional supervision in senior secondary schools in Yola- North Local Government Area of Adamawa State. Specifically, the study aims were to:

- Determine the planning challenges to effective instructional supervision in senior secondary schools in Yola-North Local Government of Adamawa state.
- Ascertain the staffing challenges to effective instructional supervision in senior secondary schools in Yola-North Local Government of Adamawa state
- Determine the strategies for improved instructional supervision in senior secondary schools in Yola-North Local Government of Adamawa state.

1.3. Research Questions and Hypotheses

The following research questions were formulated to which answers were sought:

- What are the planning challenges to effective instructional supervision in senior secondary schools in Yola-North Local Government of Adamawa State?
- What are the staffing challenges to effective instructional supervision in senior secondary schools in Yola-North Local Government of Adamawa State?
- What are the strategies to improve instructional supervision in senior secondary schools in Yola-North Local Government of Adamawa State?

1.4. Hypotheses

The following null hypotheses were stated and were tested at 0.05 level of significance

- H_{01} : There is no significance difference in the mean score of administrators on the planning challenges to effective instructional supervision in senior secondary schools in Yola-North Local Government of Adamawa state.
- H_{03} : There is no significance difference in the mean scores of administrators and teachers on the staffing challenges to effective instructional supervision in senior secondary schools in Yola- North Local Government of Adamawa state
- H_{07} : There is no significance difference in the mean scores of administrators and teachers on the strategies for improved instructional supervision in senior secondary schools in Yola-North Local Government of Adamawa state.

1.5. Scope of the Project

This work is delimited to the challenges of instructional supervision in secondary schools in Yola-North Local Government of Adamawa state. It is delimited to senior secondary schools of Yola North Local Government of Adamawa State. Workable remedies to this anomaly in the secondary school system of Adamawa will be proffered and a way forward will be suggested

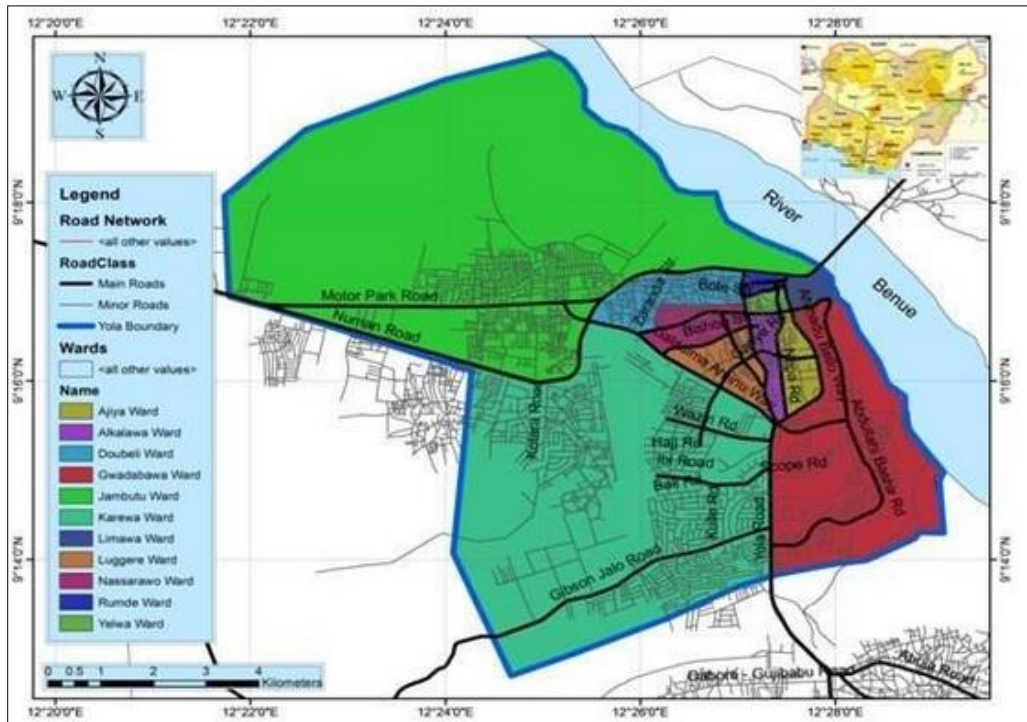


Figure 1 Map of Yola North Local Government Area

Table 1 Names of Senior Secondary Schools in Yola North used for the Research and the Distribution of Respondents

School	Administrators	No. of Teachers	Total
Government Day Secondary school (GDSS KAREWA)	5	18	23
Government Day Secondary School (GDSS JIMETA)	5	18	23
CGDSS YOLA	5	18	23
GDSS GWADABAWA	5	18	23
GDSS JAMBUTU	5	18	23
GDSS OLD GRA	5	18	23
Total	30	108	138

2. Research Methodology

The technique utilized in leading this examination is talked about in this section. The accompanying subheadings are canvassed in under this part: Design of the examination, Area of Study, Population of the review, test and inspecting strategy, instrument of Data assortment, approval of the instrument, Reliability of the instrument, technique for information assortment and strategy for information investigation.

2.1. Population of the study

Population is a complete enumeration of all items in the population as used in a study. Thus, it is the population to which the researcher intends to generalize his/her finding (Nkpa, 1997; Orodho 2008). The target population for the study was all administrators (Principals and vice principals) and all teachers public secondary schools Yola- North, Adamawa State.

2.2. Sample and Sampling Technique

Stratified and systematic random sampling techniques using location, job and position as strata was used. A total of 108 teachers, 30 administrators (principals and vice principals) from public schools in Yola North of Adamawa were selected from the population.

2.3. Instrument of the study

Questionnaire was the main instrument for data collection in the study. According to Kothari (2004), some of the merits of the questionnaires are; low cost as a five likert scale with strongly agree, agree, undecided, disagree and strongly disagree as response options drawn to elicit responses from the respondents.

The instrument for collection of data for this study was forty-four (46) items self-structured questionnaire aimed at the assessment of instructional supervision challenges in secondary schools in Adamawa. The questionnaire was divided into two (2) sections, namely section A and B. Section A contains six segments with items on the questionnaire measuring the different areas of challenges of instructional supervision the researcher is making findings on. Section B elicits information on the strategies to adopt for improved and effective instructional supervision.

On each of the items, the respondents are expected to select only one option. The questionnaire was coded with nominal values assigned to each possible response that is expected from the respondents. Each of the items was scored on the basis of this code. All the sections were structured on five point scale. Namely; strongly agreed = 5 points, agreed = 4 points, undecided = 3 points, disagree= 2 points and strongly disagree = 1 point. At the end of the exercise the instrument was scored to determine the overall analysis of the challenges of instructional supervision in public secondary schools in Yola North Local government of Adamawa State.

2.4. Method of data collection

In this study the researcher administered the questionnaire moving from one school to the other despite the expenses incurred and the time involved. This approach helped the researcher to have the high response rate since the surveys was collected immediately after completion because almost all respondents are clustered at their working places.

2.5. Method of data analysis

Mean \bar{X} was used to answer the research questions. The statistical package for Social Sciences version 17 (SPSS 17) to calculate the mean responses. Independent Sample T –test was used for Comparing the Mean Scores of Administrators and Teachers. The study consider the mean appropriate because, according to Nworgu (2006), it is the most accurate and representative measure of central of tendency. The table of true limits of real numbers adopted from Omozokpia, (2001) was used as a benchmark for the mean responses as shown in table 2.

Table 2 Table of True Limits of Real Numbers

Limits	Designation
4.50-5.00	Strongly Agree
3.50-4.49	Agreed
2.50-3.49	Undecided
1.50-2.49	Disagree
0.50-1.49	Strongly Disagree

Source: Omozokpia, (2001).

To effect decision, a mean of 3.50 and above was regarded as “Agree”. A mean between 2.50 and 3.49 was regarded as “Undecided” while a mean of 2.50 and below was regarded as “Disagree” (Omozokpia, 2001).

3. Results and discussion

This chapter presents the results of the analysis of data that deal with the research questions and hypotheses. The presentation is done in the order of the research questions and hypotheses.

3.1. Presentation of Results

The results of the study are presented in tables based on the research questions and hypotheses in the following order:

3.2. Research Question One

What are the planning challenges for instructional supervision in secondary Schools of Yola North LGA of Adamawa State?

Table 3 Mean opinion of Administrators and Teachers regarding the Planning for Instructional supervision in secondary Schools of Yola North LGA of Adamawa State

SN	ITEMS	Staff N=108	Administrators N=30 \bar{X}_A	Grand Mean	Remarks
1	Supervisors lack necessary skills for the job because of lack of training	3.9	3.8	3.8	Agree
2	Unprecedented expansion of enrolment beyond the ability of teachers	3.7	4.3	4.0	Agree
3	Lack of adequate facilities for planning of supervisory programmes	4.2	3.8	4.0	Agree
	Table Grand Mean	3.9	3.9	3.9	Agree

Table 3 presents data on the planning for on instructional supervision in secondary Schools of Yola North LGA of Adamawa State. Looking at the grand means of the items indicates that respondents rated all items on the table agree, with an overall grand mean of 3.9.

3.3. Research Question Two

What are the Staffing challenges for instructional supervision in secondary Schools of Yola North LGA of Adamawa State?

Table 4 Mean opinion of Administrators and Teachers regarding staffing for Instructional supervision in secondary Schools of Yola North LGA of Adamawa State

SN	ITEMS	Staff N=108 \bar{X}_S	Administrators N=30 \bar{X}_A	Grand Mean	Remarks
I	Supervisors have excessive work load	3.7	3.1	3.45	Agree
ii	Shortage of qualified personnel for supervision	3.9	3.4	3.65	Agree
iii	Teachers - students ratio does not favour effective supervision.	3.8	3.4	3.60	Agree
Iv	Schools/Supervisors and Teachers/Supervisors ratio are high making workload more difficult.	3.6	3.3	3.45	Agree
	Table Grand Mean	3.75	3.30	3.52	Agree

Table 4 presents data on the adequacy of staff for instructional supervision in secondary Schools of Yola North LGA of Adamawa State. Looking at the grand means of the items indicates that respondents rated all items on the table agree, with an overall grand mean of 3.52. Some of the items include item ii and iii.

3.4. Research Question Three

What are the strategies to improving the effective instructional supervision in secondary Schools of Yola North LGA of Adamawa State?

Table 5 Mean opinion of Administrators and Teachers regarding strategies to improving Instructional supervision in secondary Schools of Yola North LGA of Adamawa State

SN	ITEMS	Staff N=108 \bar{X}_S	Administrators N=30 \bar{X}_A	Grand Mean	Remarks
1	Training and re-training of supervisors should be frequent	4.5	4.7	4.6	Agree
2	Adequate time should be allotted for instructional supervision by school Leaders (Principals, Vice-Principals and heads of departments)	4.2	4.7	4.45	Agree
3	Government should provide allowance for those playing supervisor roles in schools	4.3	4.5	4.4	Agree
4	Clearly written policy governing the practice of supervision should be made	4.3	4.5	4.4	Agree
5	Supervision of instruction should be scheduled, well-planned and frequently practiced	4.3	4.5	4.4	Agree
6	Supervisors should link the school with other stakeholders	4	4.1	4.05	Agree
7	There should be reduction in the workload of supervisor	4	3.7	3.85	Agree
8	Supervisors offices should be furnished with necessary materials	4	4.3	4.15	Agree
9	Supervisors should give professional support to teachers and not be bossy.	4.3	4.5	4.4	Agree
10	Instructional supervisors should be relieved from administrative and paper triggered duties	4.2	4	4.1	Agree
	Table Grand Mean	4.21	4.35	4.28	

Table 5 presents data on strategies to improving instructional supervision in secondary Schools of Yola North LGA of Adamawa State. Looking at the grand means of the items, it indicates that respondents rated all items on the table agree, with an overall grand mean of 4.28. Some of the items include item i to vi, viii and ix.

3.5. Hypothesis One

There is no significance difference in the mean response of teacher and administrators on the planning challenges for instructional supervision in secondary Schools of Yola North LGA of Adamawa State.

Table 6 Independent Sample T –test for Comparing the Mean Scores of Administrators and Teachers on the Planning challenges for Instructional Supervision in Secondary Schools of Yola North LGA of Adamawa State

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
mean scores	Equal variances assumed	.235	.653	.151	4	.887	.03333	.22111	-.58056	.64723
	Equal variances not assumed			.151	3.927	.888	.03333	.22111	-.58509	.65176

In Table 6, an independent-samples t-test was conducted to compare the mean response of teacher and administrators on the planning challenges for instructional supervision in secondary Schools of Yola North LGA of Adamawa State. Testing at $\alpha = 0.05$ level of significance, the p value obtained was above $\alpha = 0.05$. Hence, it shows that there was no significant difference in the mean response of teacher and administrators on the planning challenges for instructional supervision in secondary Schools of Yola North LGA of Adamawa State at $t(4)=0.151$, $p = 0.887$. Therefore, the null hypothesis, H_{01} , is accepted. Thus it can be said that the mean response of both teachers and administrators regarding planning challenges for instructional supervision in secondary Schools of Yola North LGA of Adamawa State was not a chance finding.

3.6. Hypothesis Two

There is no significance difference in the mean response of teacher and administrators on the Staffing challenges for instructional supervision in secondary Schools of Yola North LGA of Adamawa State.

Table 7 Independent Sample T –test for Comparing the Mean Scores of Administrators and Teachers on the challenges of staff adequacy for Instructional Supervision in Secondary Schools of Yola North LGA of Adamawa State

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
mean scores	Equal variances assumed	.000	1.000	0.700	6	.931	-.45000	.09574	-.68427	-.21573
	Equal variances not assumed			0.700	5.951	.934	-.45000	.09574	-.68474	-.21526

In Table 7, an independent-samples t-test was conducted to compare the mean response of teacher and administrators on the staffing challenges for instructional supervision in secondary Schools of Yola North LGA of Adamawa State. Testing at $\alpha = 0.05$ level of significance, the p value obtained was more than 0.05. Hence, it shows that there was no significant difference in the mean response of teacher and administrators on the staffing challenges for instructional supervision in secondary Schools of Yola North LGA of Adamawa State at $t(6)=0.700$, $p = 0.931$. Therefore, the null hypothesis H_{03} is accepted.

3.7. Hypothesis Three

There is no significance difference in the mean response of teacher and administrators regarding strategies to improving on the challenges affecting instructional supervision in secondary Schools of Yola North LGA of Adamawa State.

Table 8 Independent Sample T –test for Comparing the Mean Scores of Administrators and Teachers regarding strategies to improving on the challenges affecting instructional supervision in secondary Schools of Yola North LGA of Adamawa State

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
mean scores	Equal variances assumed	4.358	.061	1.215	18	.240	.14000	.11518	-.10199	.38199
	Equal variances not assumed			1.215	13.435	.245	.14000	.11518	-.10802	.38802

In Table 8, an independent-samples t-test was conducted to compare the mean response of teacher and administrators on strategies to improving on the challenges affecting instructional supervision in secondary Schools of Yola North LGA of Adamawa State. Testing at $\alpha = 0.05$ level of significance, the p value obtained was more than 0.05. Hence, it shows that there was a significant difference in the mean response of teacher and administrators on the staffing challenges for instructional supervision in secondary Schools of Yola North LGA of Adamawa State at $t(18)=1.215$, $p = 0.240$. Therefore, we accept the null hypothesis H_0 . Thus it can be said that the mean response of both teachers and administrators regarding strategies to improving on the challenges affecting instructional supervision in secondary Schools of Yola North LGA of Adamawa State was never a chance finding.

3.8. Findings of the Study

Analysis of the results in chapter 4 has shown the following findings:

- It was found that the main planning challenges for instructional supervision in secondary Schools of Yola North LGA of Adamawa State. These include, absent of necessary skills in the supervisors due to lack of training, unprecedented expansion of enrolment beyond the ability of teachers to handle and lack of adequate facilities for planning of supervisory programs.
- It was established that staffing challenges for instructional supervision in secondary Schools of Yola North LGA of Adamawa State. These include, supervisors having excessive workload, shortage of qualified personnel for supervision, very high teachers-students ratio which does not favour supervision and Schools/supervisors and teachers/supervisors ratio are high making workload more difficult.
- It was found that all the strategies to improving on the challenges affecting instructional supervision in secondary Schools of Yola North LGA of Adamawa State. These include frequent training and re-training of supervisors, allotment of adequate time for instructional supervision by school Leaders (Principals, Vice-Principals and heads of departments), provision of allowances for those playing supervisor roles in schools, setting up a clearly written policy governing the practice of supervision, Supervision of instruction should be scheduled, well-planned and frequently practiced, Supervisors should link the school with other stakeholders , there should be reduction in the workload of supervisor, supervisors offices should be furnished with necessary materials, Supervisors should give professional support to teachers and not be bossy and instructional

supervisors should be relieved from administrative and paper triggered duties so that they have ample time for their duties.

- The finding indicated that there was no significance difference in the mean response of teacher and administrators on the planning challenges for instructional supervision in secondary Schools of Yola North LGA of Adamawa State. Therefore, the null hypothesis H_{0_1} was accepted.
- There was no significance difference in the mean response of teacher and administrators on the Staffing challenges for instructional supervision in secondary Schools of Yola North LGA of Adamawa State. Therefore, the null hypothesis H_{0_2} was accepted
- It was found in Table 14 that there was no significance difference in the mean response of teacher and administrators regarding strategies to improving on the challenges affecting instructional supervision in secondary Schools of Yola North LGA of Adamawa State. Therefore, the null hypothesis H_{0_3} was accepted

4. Discussion of Findings

The following discussion are made based on the findings in this research. The study looked at the challenges for instructional supervision in secondary Schools of Yola North LGA of Adamawa State. Six challenges were identified. These were lack of proper planning, lack of organization, inadequate staffing, lack of coordination, improper or no reporting, lack of and lack of workable budget. Our discussion on these findings are as follows.

4.1. Planning Challenge

Arranging is the method involved with contemplating the exercises needed to accomplish an ideal objective. It includes the creation and support of an arrangement, for example, mental angles that require calculated abilities. Arranging is important for the running of schools. The discoveries uncovered that directors need important abilities for the work in light of absence of preparing. Preparing is key for ideal execution. It is hence basic for the public authority to start ordinary preparing projects to appropriately prepare the managers for ideal execution. The exploration likewise recognized uncommon development of enrolment past the capacity of educators as a critical test of informative oversight of auxiliary schools in Yola North Local government Area of Adamawa State. Development of enrolment past instructors' capacity to deal with hampers affecting educating of the understudies. It prompts helpless control of understudies and deficiency of consideration by numerous understudies. There ought to be appropriate arranging and severe adherence to the suggested number of understudies per class per instructor for powerful learning.

4.2. Staffing challenge

Staffing is one of the significant angle that can influence work conveyance isn't as expected oversight. The analyst moan to know the job that staffing played in the management of schools. The outcome unarguable set up that chiefs have inordinate responsibility which means that absence of sufficient labor. Absence of satisfactory staffing frustrates powerful execution. This overview has build up a need to enlist satisfactory labor that would satisfactorily cover every one of the schools in the state. With respect to staff for oversight, the outcome set up that absence of qualified work force establish a significant prevention to powerful management of schools .

5. Conclusion

Considering the revelations in this investigation, nonappearance of genuine organizing, messiness, inadequate staffing, nonattendance of coordination, stupid or no noteworthy, shortfall of coordination and nonattendance of helpful monetary arrangement set up unbelievable troubles for instructive administration of helper schools in Yola North Local Government of Adamawa State. The concentrate also inspected and delineated frameworks to improving the troubles impacting useful administration in helper Schools of Yola North LGA of Adamawa State.

Recommendation of the Study

To address the challenges of instructional supervision in Senior Secondary Schools in Yola North Local Government Area of Adamawa State, consider the following recommendations:

- Organize continuous professional development programs for instructional supervisors to enhance their skills and knowledge in modern supervision techniques.
- Conduct workshops and seminars focused on effective supervision practices, communication skills, and leadership development.

- Establish clear and regular communication channels between supervisors, teachers, and school administrators. Feedback should be constructive and aimed at improving teaching methods.
- Utilize technology to streamline communication processes. Digital platforms can be used for real-time feedback, sharing resources, and monitoring instructional practices.
- Advocate for increased budgetary allocation for instructional supervision to ensure adequate resources, including transportation, teaching materials, and technology.
- Equip supervisors with necessary tools such as tablets or laptops to facilitate data collection, analysis, and reporting.
- Address the issue of understaffing by recruiting additional qualified instructional supervisors. This would reduce the workload and allow for more focused and effective supervision.
- Encourage delegation of certain administrative tasks to support staff, enabling supervisors to focus more on instructional quality.
- Conduct a thorough review of current instructional supervision policies to identify gaps and areas needing improvement.
- Adapt and implement best practices from other regions or countries where instructional supervision has been particularly effective

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

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