



Challenges and Prospects of Administrative Supervision in Public Primary Schools: A Case Study of Ughelli North Local Government Area, Delta State

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This study investigated the challenges and prospects of administrative supervision in public primary schools within Ughelli North Local Government Area, Delta State, Nigeria. A descriptive survey design was employed to examine supervision practices among 100 respondents, comprising 10 supervisors, 10 school administrators, and 80 teachers from 10 randomly selected public primary schools. Data were collected using structured questionnaires and analyzed using descriptive statistics, including means, standard deviations, and percentages. The findings revealed that while supervisors and administrators generally agreed that supervision visits are conducted regularly (mean = 3.20 and 3.20, respectively), teachers showed moderate agreement (mean = 2.65). Major challenges identified include inadequate resources (reported by 70% of respondents), insufficient training for supervisors (with 65% agreement on the inadequacy), and limited feedback mechanisms (teachers' mean rating = 2.22). Despite these challenges, all respondent groups strongly agreed that supervision significantly impacts teacher performance (supervisors' mean = 3.70, administrators' mean = 3.90, teachers' mean = 3.91). The study recommends enhanced funding for supervision activities, structured training programs for supervisors, the establishment of regular feedback systems, and inclusive supervision approaches that involve teachers in the process. These findings contribute to understanding the complexities of educational supervision in Nigerian primary schools and provide empirical evidence for policy formulation in educational quality assurance.

INTRODUCTION

The quality of education in Nigeria's primary school system has remained a persistent concern for educational stakeholders, policymakers, and the broader community. Primary education, recognized as the foundation of Nigeria's educational system according to the National Policy on Education (2013), faces multifaceted challenges that significantly impact the delivery of quality education. These challenges encompass inadequate teacher training, limited resources, poor administrative practices, insufficient supervision, and deficient infrastructure, all of which collectively undermine educational outcomes and compromise the overall quality of learning experiences for Nigerian children.

Administrative supervision in educational contexts represents a critical mechanism for ensuring quality assurance and educational effectiveness. As emphasized by Asiyai (2009), school supervision focuses on providing professional support and guidance to both teachers and students, with the primary objective of promoting effective instruction and enhancing student learning outcomes. When administrators consistently oversee instructional activities, they can reinforce effective teaching strategies that contribute positively to student achievement. This supervisory function extends beyond mere monitoring to encompass developmental support, professional guidance, and systematic quality improvement initiatives.

The theoretical foundation for understanding administrative supervision in educational settings draws from both Systems Theory and Contingency Theory. Systems Theory, as articulated by Bertalanffy (1968), views educational institutions as complex systems comprising interrelated components that must work harmoniously to achieve common objectives. In the context of primary school administration, this theoretical perspective emphasizes the interconnectedness of various departments, personnel, and processes in ensuring quality assurance. Contingency Theory, on the other hand, posits that effective management approaches must be adapted to specific contextual factors, suggesting that supervision strategies should be tailored to the unique circumstances and needs of individual schools and educational environments.

Research evidence consistently supports the positive impact of effective supervision on educational outcomes. Ayodele (2002) demonstrated that consistent supervision supports high-quality teaching and helps maintain academic standards in schools. Similarly, Kinutai and Zachariah (2012) found a strong positive relationship between classroom supervision and student performance in their study of Kenyan schools. These findings underscore the critical role of supervision in maintaining educational quality and promoting continuous improvement in teaching and learning processes.

However, despite the recognized importance of supervision, many educational systems, particularly in developing countries like Nigeria, face significant challenges in implementing effective supervisory practices. Aukam (2009) observed that educational systems continue to explore strategies for enhancing quality assurance mechanisms within schools, driven by growing concerns about declining educational standards. Contributing factors include

rapid increases in student enrollment, frequent employment of inadequately qualified teachers, and insufficient resources for effective supervision and monitoring. Despite the acknowledged importance of administrative supervision in ensuring educational quality, public primary schools in Ughelli North Local Government Area face three specific and interconnected problems that significantly compromise the effectiveness of supervision and overall educational quality.

Public primary schools in Ughelli North Local Government Area experience irregular and ineffective supervision characterized by infrequent supervisory visits, lack of systematic monitoring of teaching and learning activities, and absence of structured evaluation processes. As noted by Maranga (1993), school inspections tend to be infrequent, and when they occur, supervisors sometimes lack adequate knowledge to address specific curriculum-related matters effectively. This inconsistency in supervision practices leads to reduced accountability among teachers, declining instructional quality, and ultimately poor student learning outcomes.

The study area faces significant challenges related to insufficient funding for supervision activities, lack of transportation and logistics support for supervisory visits, and inadequate professional development opportunities for supervisors. Onyia (2010) highlighted that many school supervisors display a lack of commitment to their duties, often neglecting to ensure teacher adherence to established guidelines unless incentives are provided or pressure is applied from higher authorities. This resource constraint problem is compounded by limited training opportunities that leave supervisors ill-equipped to provide meaningful professional support to teachers.

Administrative supervision in the area suffers from weak coordination between different levels of educational management, inadequate communication systems between supervisors and schools, and the absence of systematic feedback mechanisms. This results in fragmented supervision efforts, duplication of activities, and failure to address identified problems systematically. The lack of effective administrative coordination undermines the potential impact of supervision initiatives and creates confusion among school personnel about expectations and standards.

LITERATURE REVIEW

Objectives of the Study

This study was guided by the following specific objectives:

- 1) To examine the current state and frequency of administrative supervision practices in public primary schools in Ughelli North Local Government Area.
- 2) To identify and analyze the major challenges facing supervisors and school administrators in implementing effective supervision in public primary schools within the study area.
- 3) To assess the impact of administrative supervision on quality assurance and educational outcomes in public primary schools in Ughelli North Local Government Area.

- 4) To determine strategies for improving administrative supervision and enhancing quality assurance in public primary schools in the study area.

Research Hypotheses

The following null hypotheses were formulated to guide the empirical investigation:

- 1) H01: There is no significant difference in perceptions of supervision effectiveness between supervisors, administrators, and teachers in public primary schools in Ughelli North Local Government Area.
- 2) H02: Resource availability does not significantly influence the effectiveness of administrative supervision in public primary schools in Ughelli North Local Government Area.
- 3) H03: There is no significant relationship between supervision frequency and teacher performance in public primary schools in Ughelli North Local Government Area.

This study holds substantial significance for multiple stakeholders in the Nigerian educational system. For school administrators and supervisors, the findings provide empirical evidence about the current state of supervision practices and identify specific areas requiring improvement. The research contributes to the existing body of knowledge on educational supervision by providing context-specific insights from a Nigerian local government area, thereby enriching the literature on supervision in developing country contexts.

For policymakers at local, state, and federal levels, this study offers data-driven recommendations for improving supervision policies and resource allocation strategies. The findings can inform decisions about training programs for supervisors, funding allocation for supervision activities, and the development of standardized supervision frameworks that are contextually appropriate for Nigerian primary schools.

Teachers and students, as direct beneficiaries of improved supervision, stand to gain from enhanced teaching quality and better learning outcomes that may result from implementing the study's recommendations. The research also contributes to professional development initiatives by highlighting the need for continuous capacity building and supportive supervision approaches.

METHODOLOGY

This study employed a descriptive survey research design to investigate the challenges and prospects of administrative supervision in public primary schools. The descriptive survey design was selected because it allows for the systematic collection and analysis of data from a representative sample of the population to describe characteristics, opinions, attitudes, and behaviors related to the research problem. This design is particularly appropriate for educational research as it enables researchers to gather information about current practices, identify problems, and make comparisons between different groups of respondents.

The study was conducted in Ughelli North Local Government Area, one of the 25 local government areas in Delta State, Nigeria. Ughelli North LGA is located in the Niger Delta region and is characterized by both urban and rural communities with diverse socioeconomic backgrounds. The area has a

significant number of public primary schools serving children from various ethnic and social backgrounds. The choice of this location was based on its representativeness of typical challenges faced by primary education in Nigeria's Niger Delta region, including infrastructural deficits, resource constraints, and administrative challenges.

The study was conducted over a period of six months, from February to July 2025. This duration allowed for comprehensive data collection, including time for obtaining necessary permissions, pilot testing of instruments, actual data collection, and preliminary analysis.

The target population comprised all supervisors, school administrators, and teachers in public primary schools in Ughelli North Local Government Area. Specifically, the population included 50 supervisors working at various levels (local government, zonal, and district), 120 school administrators (head teachers and deputy head teachers), and approximately 800 teachers distributed across all public primary schools in the local government area.

Using Taro Yamane's formula for determining sample size from a finite population, and considering a 95% confidence level with a 5% margin of error, a total sample size of 100 respondents was determined and stratified as follows:

- 10 supervisors (representing different supervisory levels and zones)
- 10 school administrators (head teachers from selected schools)
- 80 teachers (representing different teaching levels and school locations)

A multi-stage sampling technique was employed. First, stratified sampling was used to categorize schools into urban and rural categories. Then, simple random sampling was employed to select 10 public primary schools from the sampling frame. Finally, purposive sampling was used to select supervisors and administrators, while simple random sampling was used to select teachers from each selected school.

The selected schools included: Izomo Primary School, Mariere Primary School, Ewreni, Otovwodo Primary School, Onidjor Primary School, Uwerhu, Opia Primary School, Orogun 1 Ward, Orogun Primary School, Igbuku Primary School, Orogun, Agbarha Primary School, Agbarha-tor, Agbaide Primary School, Agbarha-otor, and Ekuigbo Primary School.

The primary data collection instrument was a structured questionnaire titled "Supervision and Quality Assurance Questionnaire (SQAQ)" which was self-developed by the researcher. The questionnaire was designed in two main sections:

- Section A: Demographic information, including age, gender, educational qualifications, years of experience, and position in school.
- Section B: Twenty (20) items measuring four main constructs:
 - Current state of supervision (5 items)
 - Challenges facing supervisors and teachers (5 items)
 - Impact of supervision on quality assurance (5 items)
 - Strategies for improvement (5 items)

The questionnaire items were structured using a 4-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

Content validity was established through expert review by three professors in Educational Administration from Nigerian universities, who examined the instrument for clarity, relevance, and appropriateness. Their suggestions were incorporated to enhance the instrument's validity. Face validity was ensured through pilot testing with 20 respondents from a similar population outside the study area. Reliability was tested using Cronbach's Alpha coefficient, which yielded a reliability coefficient of 0.84 for the entire instrument, indicating high internal consistency and reliability for the research instrument.

Data collection was conducted personally by the researcher and two trained research assistants. Before data collection, permission was obtained from the Local Government Education Authority and individual school authorities. Respondents were briefed about the purpose of the study, assured of confidentiality, and given adequate time to complete the questionnaires. The response rate was 100% as all distributed questionnaires were completed and returned. Data analysis was conducted using both descriptive and inferential statistics. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to analyze demographic characteristics and answer the research questions. The benchmark for interpretation was set at a mean score of 2.50, where scores above 2.50 indicated agreement and scores below 2.50 indicated disagreement.

For hypothesis testing, one-way Analysis of Variance (ANOVA) was used to test for significant differences between groups, while Pearson correlation analysis was employed to examine relationships between variables. All statistical analyses were conducted using SPSS version 25.0 at a 0.05 level of significance. The analytical framework was based on the Systems Theory perspective, treating supervision as a system with inputs (resources, training, policies), processes (supervision activities, feedback mechanisms), and outputs (teacher performance, student outcomes, school quality). The analysis employed: Descriptive Analysis Model: Mean scores, standard deviations, and percentages for describing current supervision practices and challenges. Comparative Analysis Model: ANOVA for comparing perceptions among different respondent groups. Correlation Analysis Model: Pearson correlation to examine relationships between supervision variables and quality indicators.

RESULT AND DISCUSSION

Demographic Characteristics of Respondents

The demographic analysis revealed important characteristics of the study participants that provide context for interpreting the findings.

Table 1. Demographic Profile of Respondents by Category

Category	Frequency	Percentage (%)
School Administrators	10	10.0
School Supervisors	10	10.0
Teachers	80	80.0
Total	100	100.0

Table 2. Experience Distribution of Respondents

Years of Experience	Supervisors	Administrators	Teachers	Total	Percentage
Less than 1 year	1	1	11	13	13.0%
1-3 years	3	2	14	19	19.0%
4-6 years	5	3	30	38	38.0%
More than 6 years	1	5	25	31	31.0%
Total	10	11	80	101	100.0%

Table 3. Educational Qualification Distribution

Qualification	Supervisors	Administrators	Teachers	Total	Percentage
NCE	0	0	20	20	20.0%
B.Sc/B.Ed	2	3	42	47	47.0%
Masters	8	7	9	24	24.0%
Ph.D	0	0	2	2	2.0%
Others	0	0	7	7	7.0%
Total	10	10	80	100	100.0%

The demographic analysis reveals important characteristics that contextualize the research findings. The sample distribution shows teachers comprising the majority (80%) of respondents, which accurately reflects the personnel structure of primary schools where teachers significantly outnumber supervisors and administrators (10% each).

Regarding experience distribution, the data indicates a well-balanced representation across career stages, with the largest group (38%) having 4-6 years of experience, followed by those with over 6 years (31%). This distribution suggests the sample includes both emerging and experienced professionals, providing diverse perspectives on quality assurance implementation.

The educational qualification profile demonstrates high professional preparation levels, with 73% of respondents holding university degrees (47% bachelor's, 24% master's, 2% doctoral). Only 20% possess the minimum NCE qualification, indicating that most participants have advanced educational backgrounds. Notably, supervisors show the highest qualification levels with 80% holding master's degrees, which aligns with their specialized roles in educational oversight. This qualification distribution suggests participants possess adequate academic preparation to understand and implement quality assurance indicators effectively.

Objective 1: Current State of Administrative Supervision

Table 4. Current State of Supervision Practices

Item	Supervisors		Administrators		Teachers		Overall	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Supervision visits are conducted regularly	3.20	0.40	3.20	0.40	2.65	0.82	2.81	0.71
Teacher performance	3.10	0.70	3.50	0.50	2.91	0.62	3.02	0.67

is the primary focus								
Performance is evaluated through observation	3.00	0.77	3.50	0.50	2.89	0.76	2.98	0.74
Supervision is conducted frequently enough	3.10	0.30	2.80	0.75	2.46	0.87	2.61	0.78
Feedback provided after visits	2.90	0.30	2.60	0.66	2.22	1.06	2.38	0.91
Section Mean	3.06	0.49	3.12	0.56	2.63	0.83	2.76	0.76

Table 5. Challenges in Administrative Supervision

Challenge Item	Supervisors		Administrators		Teachers		Overall	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Limited resources hinder supervision	3.70	0.46	3.60	0.49	3.14	0.89	3.27	0.78
Adequate training/support received	2.30	0.46	2.30	0.46	2.41	0.91	2.39	0.78
Teachers resist supervision efforts	2.50	1.20	3.10	0.54	2.48	0.89	2.59	0.94
Adequate time available for supervision	2.10	0.54	2.60	0.49	2.50	0.87	2.47	0.78
Necessary resources available	2.10	0.54	2.20	0.40	2.25	0.89	2.22	0.76
Section Mean	2.54	0.64	2.76	0.48	2.56	0.89	2.59	0.81

The challenges analysis reveals that limited resources represent the most significant obstacle to effective supervision, with an overall mean of 3.27. This finding is consistent across all respondent groups, with supervisors rating this challenge highest (mean = 3.70). The inadequacy of training and support is also evident, with all groups reporting means below 2.50, indicating general disagreement that adequate training is received.

Objective 3. Impact of Supervision on Quality Assurance

Table 6. Impact of Supervision on Quality Assurance

Impact Item	Supervisors		Administrators		Teachers		Overall	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Significant impact on student learning	3.60	0.49	3.50	0.81	3.39	0.61	3.43	0.63
Significant impact on teacher performance	3.70	0.46	3.90	0.30	3.91	0.28	3.84	0.35
Quality assurance measures are in place	2.50	0.50	2.20	0.87	2.60	0.84	2.53	0.79
Helps identify	3.90	0.30	3.90	0.30	3.89	0.31	3.89	0.31

improvement areas								
Improves overall school quality	3.60	0.49	3.60	0.49	3.83	0.55	3.75	0.53
Section Mean	3.46	0.45	3.42	0.55	3.52	0.52	3.49	0.52

The impact analysis demonstrates strong consensus across all respondent groups regarding the positive effects of supervision. The identification of improvement areas scored highest (overall mean = 3.89), while the impact on teacher performance also received strong agreement (overall mean = 3.84). However, concerns exist about the adequacy of formal quality assurance measures (overall mean = 2.53).

Objective 4. Strategies for Improvement

Table 7. Strategies for Improving Administrative Supervision

Strategy Item	Supervisors		Administrators		Teachers		Overall	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Providing training and support	3.80	0.40	3.40	0.49	3.71	0.73	3.69	0.65
Increasing resources and funding	3.60	0.49	3.70	0.46	3.69	0.67	3.68	0.60
Implementing new QA measures	3.60	0.49	3.20	0.40	3.12	0.89	3.21	0.76
Providing regular feedback	3.60	0.49	3.70	0.46	3.81	0.56	3.77	0.53
Involving teachers in the process	3.70	0.46	3.60	0.80	3.78	0.62	3.75	0.63
Section Mean	3.66	0.47	3.52	0.52	3.62	0.69	3.62	0.63

The strategy analysis reveals high consensus among all respondent groups regarding improvement approaches. Providing regular feedback received the highest overall rating (mean = 3.77), followed closely by involving teachers in the supervision process (mean = 3.75). All proposed strategies received strong support with means above 3.20.

Hypothesis Testing Results

Table 8. ANOVA Results for H01-Differences in Supervision Effectiveness Perceptions

Variable	Source	Sum of Squares	df	Mean Square	F	Sig.
Current Supervision State	Between Groups	12.456	2	6.228	11.89	0.000*
	Within Groups	50.724	97	0.523		
	Total	63.180	99			
Supervision Challenges	Between Groups	2.184	2	1.092	1.67	0.193
	Within Groups	63.426	97	0.654		
	Total	65.610	99			

*Significant at $p < 0.05$

The ANOVA results indicate a significant difference in perceptions of current supervision state among the three respondent groups ($F = 11.89$, $p <$

0.001), leading to the rejection of H01 for this dimension. However, no significant differences were found in perceptions of supervision challenges ($F = 1.67, p = 0.193$).

Table 9. Correlation Analysis for H02 and H03

Variables	Pearson Correlation	Sig. (2-tailed)	N
Resource Availability & Supervision Effectiveness	0.687**	0.000	100
Supervision Frequency & Teacher Performance	0.742**	0.000	100

**Significant at $p < 0.01$

The correlation analysis reveals strong positive relationships between resource availability and supervision effectiveness ($r = 0.687, p < 0.001$), and between supervision frequency and teacher performance ($r = 0.742, p < 0.001$), leading to the rejection of both H02 and H03.

The findings of this study provide substantial insights into the current state of administrative supervision in public primary schools within Ughelli North Local Government Area, revealing both challenges and opportunities for improvement in educational quality assurance mechanisms.

The disparity in perceptions regarding supervision regularity between supervisors/administrators and teachers represents a significant finding that aligns with previous research by Ojo (2017), who noted that supervision in many Nigerian schools often appears bureaucratic and lacks practical impact on teaching practices. While supervisors and administrators report conducting regular visits (means of 3.20 each), teachers' moderate agreement (mean = 2.65) suggests that these visits may not always translate into meaningful supervisory experiences at the classroom level.

This perception gap resonates with findings by Adeyemi (2019), who emphasized that unless all education stakeholders share a common understanding of supervision's purpose and practice, quality assurance efforts may not be uniformly experienced across the system. The relatively low mean score for feedback provision (overall mean = 2.38) particularly concerns, as feedback represents a crucial component of effective supervision, as highlighted by Glickman et al. (2014) in their comprehensive overview of supervision and instructional leadership.

The identification of limited resources as the primary challenge (overall mean = 3.27) corroborates earlier studies by Ogbonnaya and Nwafor (2015), who identified logistical constraints and limited professional development opportunities as major inhibitors to quality supervision in Nigerian public schools. The consistency of this finding across all respondent groups underscores the systemic nature of resource constraints affecting educational supervision in the study area.

The inadequacy of training and support for supervisory personnel (overall mean = 2.39) reflects broader concerns raised by Aukam (2009) about the preparedness of supervisors to effectively support teachers' professional

development. This finding is particularly troubling given the critical role that well-trained supervisors play in educational quality improvement, as emphasized by Asiyai (2009) in her work on effective supervision as an instrument of quality assurance.

The moderate level of teacher resistance to supervision (overall mean = 2.59) suggests that while resistance exists, it is not overwhelming. This finding differs somewhat from concerns raised by Onyia (2010) about widespread teacher resistance to supervision, possibly indicating that teachers in the study area recognize the potential value of supervision despite experiencing challenges in its implementation.

The strong consensus regarding supervision's positive impact on teacher performance (overall mean = 3.84) and identification of improvement areas (overall mean = 3.89) supports the theoretical foundation provided by Systems Theory, which emphasizes the interconnectedness of supervision, teaching, and learning processes. These findings align with research by Kinutai and Zachariah (2012), who demonstrated strong positive relationships between classroom supervision and student performance in Kenyan schools.

The high agreement on supervision's impact on student learning outcomes (overall mean = 3.43) reinforces findings by Igbo (2002), who revealed that student achievement levels are closely linked to the effectiveness of instructional supervision within classrooms. This consensus across all respondent groups suggests that, despite implementation challenges, the fundamental value of supervision is recognized and experienced in the study area. However, the moderate agreement regarding the presence of formal quality assurance measures (overall mean = 2.53) indicates gaps in systematic approaches to quality management. This finding reflects concerns raised by Fasasi (2006) about the need for more structured approaches to quality assurance in Nigerian educational institutions.

The strong consensus on improvement strategies (section mean = 3.62) demonstrates a shared commitment to enhancing supervision effectiveness. The high rating for providing regular feedback (overall mean = 3.77) aligns with UNESCO's (2016) recommendations for teacher-supportive, development-oriented, and feedback-driven supervisory frameworks.

The emphasis on involving teachers in the supervision process (overall mean = 3.75) reflects modern approaches to supervision that emphasize collaboration rather than inspection. This finding supports arguments by Holloway (2016) regarding the importance of collaborative supervisory relationships that recognize the professional expertise of teachers while providing developmental support.

The strong agreement on providing training and support (overall mean = 3.69) and increasing resources and funding (overall mean = 3.68) directly addresses the primary challenges identified in the study. These findings align with recommendations by Glickman (2018) regarding the need for continuous professional development for supervisory personnel and adequate resource allocation for effective supervision programs.

The rejection of H01 regarding differences in supervision effectiveness perceptions confirms the existence of significant gaps between supervisors/administrators and teachers in their experiences and expectations of supervision. This finding has important implications for supervision policy and practice, suggesting the need for better communication and alignment between supervisory intentions and classroom realities.

The strong correlations found between resource availability and supervision effectiveness ($r = 0.687$) and between supervision frequency and teacher performance ($r = 0.742$) provide empirical support for increased investment in supervision programs. These relationships demonstrate that adequate resourcing and regular supervision activities directly contribute to improved educational outcomes, supporting arguments for enhanced funding and a systematic approach to supervision.

The findings must be interpreted within the specific context of Ughelli North Local Government Area, which faces typical challenges of Nigerian primary education, including infrastructure deficits, resource constraints, and administrative complexities. However, the consistency of findings with research from other contexts suggests broader applicability of the results to similar educational environments in Nigeria and other developing countries.

The demographic characteristics of respondents, showing that 38% have 4-6 years of experience and 31% have more than 6 years, provide confidence in the credibility of responses. The educational qualifications, with 47% holding bachelor's degrees and 24% holding master's degrees, suggest that respondents possess adequate professional knowledge to provide informed perspectives on supervision practices.

This empirical investigation into the challenges and prospects of administrative supervision in public primary schools in Ughelli North Local Government Area has yielded several significant findings. The study revealed substantial disparities in perceptions of supervision effectiveness, with supervisors and administrators reporting higher satisfaction levels compared to teachers. While supervision visits are generally conducted regularly according to supervisors and administrators (means of 3.20 each), teachers perceive these visits as less consistent and effective (mean = 2.65).

The research identified three primary challenges constraining effective supervision: inadequate resources (overall mean = 3.27), insufficient training for supervisory personnel (overall mean = 2.39), and limited time allocation for supervision activities (overall mean = 2.47). Despite these challenges, all respondent groups demonstrated strong agreement regarding supervision's positive impact on teacher performance (overall mean = 3.84) and identification of areas for improvement (overall mean = 3.89).

The hypothesis testing revealed significant differences in supervision effectiveness perceptions among respondent groups ($F = 11.89$, $p < 0.001$), strong correlations between resource availability and supervision effectiveness ($r = 0.687$, $p < 0.001$), and positive relationships between supervision frequency and teacher performance ($r = 0.742$, $p < 0.001$). These statistical findings provide

empirical support for the importance of adequate resourcing and systematic supervision in educational quality assurance.

CONCLUSIONS AND RECOMMENDATIONS

The evidence presented demonstrates that while administrative supervision in public primary schools within Ughelli North Local Government Area faces significant systemic challenges, particularly regarding resource allocation and supervisory capacity building, the fundamental recognition of supervision's value among educational stakeholders provides a solid foundation for improvement initiatives. The study confirms that effective supervision serves as a critical mechanism for educational quality assurance, consistent with Systems Theory's emphasis on interconnected organizational components working toward common objectives.

The application of Contingency Theory principles suggests that supervision strategies must be adapted to local contexts while maintaining focus on core quality indicators. The research demonstrates that successful supervision depends not only on regular visits but also on meaningful feedback mechanisms, adequate resource allocation, and collaborative approaches that involve teachers as partners in the improvement process.

The findings contribute to the growing body of evidence supporting investment in educational supervision as a cost-effective strategy for improving primary education outcomes in developing country contexts. The study's empirical approach provides practical insights for policymakers, educational administrators, and supervisory personnel seeking to enhance quality assurance mechanisms within resource-constrained environments. Based on the empirical findings, the following evidence-based recommendations are proposed:

1. Given the significant impact of resource availability on supervision effectiveness ($r = 0.687$), the Delta State Government and Local Government Education Authority should establish a dedicated supervision fund with an annual budget allocation of not less than 15% of the education budget. This fund should support transportation, communication equipment, and logistical requirements for supervisory activities.
2. The study's identification of inadequate training (mean = 2.39) necessitates the establishment of systematic training programs for supervisors. A mandatory 40-hour annual professional development program should be instituted, covering modern supervision techniques, educational assessment, and feedback mechanisms. This training should be conducted in partnership with universities and professional education organizations.
3. The low rating for feedback provision (mean = 2.38) requires implementation of standardized feedback protocols. Schools should adopt electronic supervision management systems that ensure timely documentation and follow-up of supervisory visits. Each supervision visit must include written feedback within 48 hours of the visit.
4. Given the strong support for teacher involvement (mean = 3.75), supervision approaches should shift from inspection-based to collaborative

developmental models. Teachers should participate in developing supervision criteria, self-evaluation processes, and peer supervision initiatives.

5. Policy Framework Enhancement Educational authorities should develop comprehensive supervision policies that clearly define roles, responsibilities, expectations, and quality indicators. These policies should be aligned with national education quality standards while being adaptable to local contexts.

FURTHER STUDY

Contribution to Knowledge

This study makes significant contributions to the scholarly understanding of educational supervision in Nigerian primary schools through several key dimensions. First, it provides empirical evidence of the perception gap between supervisors/administrators and teachers regarding supervision effectiveness, contributing to the theoretical discourse on stakeholder perspectives in educational quality assurance. The quantitative demonstration of this gap (supervisor mean = 3.06 vs. teacher mean = 2.63) offers concrete evidence for the need to align supervisory intentions with classroom realities.

Second, the study contributes methodologically by demonstrating the application of mixed theoretical frameworks (Systems Theory and Contingency Theory) in analyzing educational supervision challenges. The empirical validation of these theoretical perspectives through statistical analysis provides a robust foundation for future research in similar contexts. The strong correlations identified between resource availability and supervision effectiveness ($r = 0.687$) and between supervision frequency and teacher performance ($r = 0.742$) establish clear empirical relationships that can guide policy development and resource allocation decisions.

Third, the research extends the geographical scope of supervision studies by providing context-specific insights from Nigeria's Niger Delta region, an area previously underrepresented in educational supervision literature. The findings demonstrate both universal challenges (resource constraints, training inadequacies) and context-specific factors that influence supervision effectiveness in oil-producing regions with unique socioeconomic characteristics.

Fourth, the study contributes to practice by identifying specific, measurable indicators of supervision effectiveness and proposing evidence-based strategies for improvement. The comprehensive analysis of challenges, impacts, and improvement strategies provides practitioners with actionable insights grounded in empirical data rather than theoretical speculation.

Finally, this research advances the discourse on educational quality assurance in developing countries by demonstrating that, despite resource constraints, significant improvements in supervision effectiveness are achievable through systematic approaches to training, resource allocation, and stakeholder engagement. The findings provide valuable insights for international development organizations, government agencies, and

educational institutions working to improve primary education quality in similar contexts globally.

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