

Impact of School Supervision on Teachers' Classroom Performance in Public Senior Secondary Schools in Abia State

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ABSTRACT

This study investigated school supervision and teachers' classroom performance in public secondary schools in Abia State. The study adopted a descriptive survey design. Four research questions and corresponding hypotheses guided the study. The population comprised principals and teachers in public secondary schools in Abia State, from which 345 respondents, comprising 23 principals and 322 teachers, were selected for the study. Data were collected using a structured questionnaire titled School Supervision and Teachers' Classroom Performance Questionnaire (SSTCPQ) and relevant students' academic performance records from the sampled schools. The data were analysed using mean and standard deviation to answer the research questions, while Pearson Product Moment Correlation was used to test the hypotheses at the 0.05 level of significance. The findings indicated that school supervision practices were associated with teachers' instructional delivery, classroom management and assessment practices. The study also identified challenges affecting effective supervision and strategies for improving supervisory practices in public secondary schools. Furthermore, a positive relationship was established between school supervision and students' academic performance. The study concluded that effective and systematic school supervision is important for strengthening teachers' classroom performance and promoting improved students' academic outcomes. It therefore recommended, among other measures, regular instructional supervision, constructive supervisory feedback, adequate support for school supervisors, and continuous professional development for teachers and school administrators.

1. INTRODUCTION

The quality of Education in Nigeria's public secondary schools has been a subject of concern for stakeholders in the education sector. According to Federal Republic of Nigeria (FRN, 2013), the goals of secondary education in specific terms are: To

- I. Provide all primary school leavers with the opportunity for education of a higher level irrespective of gender, social status, religion or ethnic background.
- II. Offer diversified curriculum to cater for differences in talent, opportunities for future roles.
- III. Provide trained manpower in the applied science, technology and commerce at sub professional grades.
- IV. Develop and promote Nigerian languages at the culture in the context of the world's cultural heritage.
- V. Inspire students with desire for self-improvement and achievement of excellence.
- VI. Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens.
- VII. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

One critical factor that contributes to this quality of education is the effectiveness of teachers in the classroom. Research has shown that teacher effectiveness is a significant predictor of student achievement and academic success (Kraft, Blazar, & Hogan, 2018). The achievement of these goals of secondary education relies heavily on teachers, who serve as the cornerstone of the Secondary education system. They are the critical human resources needed for the effective functioning of secondary education in Nigeria, the future by nurturing students' potential throughout their educational journey (Obana & Etet, 2019, Madukwe, Obioma, Obona, & Odey, 2024).

As educational institutions strive to improve academic achievement and meet the diverse needs of students, the importance of school supervision in shaping teacher classroom performance cannot be overstated. School supervision is a cornerstone of educational quality assurance and a key mechanism through which educational goals are achieved. In the context of secondary education, supervision encompasses planned and systematic activities by school leaders and educational supervisors aimed at improving instructional processes, enhancing teachers' professional growth, and ensuring that pedagogical standards are maintained (Ogunode, Peter & Olatunde-Aiyedun, 2023). Supervision is not merely an inspection routine; it is a supportive function aimed at guiding teachers to improve their classroom performance, adopt effective teaching methods, and positively influence students' learning outcomes. School supervision is the process of overseeing and guiding school staff, particularly teachers, to improve the quality of instruction and overall learning environment. It involves monitoring performance, providing feedback and support, and ensuring

that the school is operating effectively and in line with its educational goals and standards (Madukwe *et al.*, 2024). Supervision plays a pivotal role in guiding and supporting teachers, improving instructional practices, and fostering professional development which collectively contributes to better student outcomes and overall wellbeing. According to Obona, Effah, Obi, & Agube (2024), instructional supervision is a key administrative function of school administration. School supervision is a critical aspect of educational administration that can impact teacher effectiveness and student achievement (Zohriah *et al.*, 2022; Ogunode *et al.*, 2023; Nwogbo & Agu, 2024; Nwogbo & Agu, 2024).

The Nigerian Secondary school principal occupies a unique position in the overall educational system. He is an educational leader in his own right and his influence is considerable in the educational program of the country. The principal is an agent who executes or transmits rules and regulations handed down by the Ministry of Education. The primary responsibility of the supervisor is to see that high standards are maintained and that schools are run in accordance with the laid down regulations. The Ministry of Education and the Post Primary Education Board, appoints principals to improve and maintain standards in our schools, through their supervisory functions. The board appoints people who are mainly experienced in the teaching profession for the purpose of supervising the teaching learning activities. School-based supervisors should improve their basic functions of inspecting teaching and learning process that aim at helping and empowering all teachers to raise their broad outcomes through instructional improvement and administration. Instruction and supervision are responsible for the highest performance of teachers in schools. The principal as a leader of a group of teachers in a school system has a function of interacting with teachers in order to improve the learning situation for the students through instructional supervision. Thus, adequate support and effective supervisory activities are very crucial for schools to enhance the teaching learning process (Wakwoya, 2021; Inuwa, 2022; Bashir, 2023).

A study by Abdullahi (2017) found that school supervision had a positive impact on students' classroom management and instructional strategies, leading to improved student outcomes. Ndem and Ebai (2016) emphasized that active and consistent supervisory practices significantly contribute to achieving educational goals in secondary schools. Despite these positive outcomes, challenges persist in Nigeria's supervisory systems, including irregular supervisory visits, lack of actionable feedback, insufficient training of supervisors, and poor logistical support (Ibaba & Akpan, 2024). These challenges undermine the potential of supervision to positively influence teachers' classroom performance. Presently, supervision of lesson plans by Principal has not been regular and there has been inadequate teaching and learning facilities which have led to the poor delivery of instruction by some teachers in Abia State. Also, regular classroom visitations and assessment of scheme of work have shown that most teachers in Abia State need to be constantly monitored while in class, in order to deliver instructions effectively. Furthermore, supervision enhances internal accountability systems by ensuring that teachers adhere to instructional standards and that supervisory strategies foster professional growth (Saka, Suleiman & Salihu, 2025). However, the extent to which current supervisory practices in the Abia State influence teachers' classroom behaviours, instructional delivery, assessment practices, and student engagement remains under-studied. Without localized empirical evidence, policymakers and educational administrators are constrained in designing interventions that target supervision weaknesses and build on its strengths to improve teacher performance. It is against this background

that the aim of this study is to investigate the impact of school-based supervision on the performance of teachers in public senior secondary schools in Abia State. Specifically, this study seeks to examine the extent to which school supervision impacts teachers' lesson planning, delivery, and assessment practices in public senior secondary schools in Abia State.

Statement of the Problem

The quality of teaching and learning in secondary schools is influenced by several factors, among which school supervision is considered important. Effective supervision provides opportunities for principals and other supervisory personnel to monitor instructional activities, observe classroom practices, provide professional guidance, identify areas of difficulty, and support teachers in improving their instructional practices. Through regular classroom observation, review of lesson preparation, constructive feedback, mentoring and follow-up, school supervision is expected to contribute to effective instructional delivery, appropriate classroom management and sound student assessment practices. However, the existence of supervisory activities in schools does not necessarily imply that such activities are regular, effective or capable of producing the desired improvements in teachers' classroom performance. In public senior secondary schools in Abia State, teachers are expected to perform a range of classroom responsibilities, including adequate preparation of lessons, effective presentation of subject matter, appropriate use of instructional materials, management of classroom activities, engagement of learners and assessment of students' learning outcomes. The extent to which school supervision contributes to these aspects of teachers' classroom performance is an issue that requires empirical investigation. Where supervision is irregular, inadequately supported, overly fault-finding, or not followed by constructive feedback and professional guidance, its potential contribution to teachers' effectiveness may be reduced. Consequently, there is a need to examine the relationship between the level of school supervision and students' academic performance using independently obtained and aggregated academic-performance records from the sampled schools. The problem of this study, therefore, was the need to determine the extent to which school supervision is related to teachers' classroom performance in public senior secondary schools in Abia State, identify the challenges that constrain effective supervision, establish strategies for improving supervisory practices, and empirically determine whether differences in school supervision are significantly related to differences in students' academic performance as reflected in official school academic records.

Purpose of the Study

The purpose of this study was to examine the impact of school supervision on teachers' classroom performance in public senior secondary schools in Abia State. Specifically, the objective of this study was to:

- (1) Determine how supervisory practices influence teachers' classroom performance
- (2) Investigate the challenges facing school supervisors in Abia State
- (3) Find out strategies that can be adopted to improve school supervision
- (4) Determine the relationship between school supervision and students' academic performance in public senior secondary schools in Abia State using independently obtained school academic performance records.

Research Questions

The following research questions guided this study:

- (1) How does school supervision influence teachers' classroom performance in terms of instructional delivery, classroom management, and student assessments?
- (2) What are the challenges facing school supervisors in enhancing teacher effectiveness in Aba education zone?
- (3) What strategies can be employed to improve school supervision and enhance teacher performance in public secondary schools in Aba education zone?
- (4) What relationship exists between school supervision and students' academic performance in public senior secondary schools in Aba State?

Hypotheses

The following hypotheses were formulated for the study:

HO₁: School supervision has no significant influence on teachers' classroom performance in terms of instructional delivery, classroom management, and student assessment.

HO₂: There are no significant challenges facing school supervisors in enhancing teacher effectiveness in Aba education zone.

HO₃: There are no significant strategies that can be employed to improve school supervision and enhance teacher performance in public secondary schools in Aba education zone.

HO₄: There is no significant relationship between school supervision and students' academic performance in public senior secondary schools in Abia State

2. LITERATURE REVIEW

School Supervision

School supervision refers to activities carried out by education leaders to guide, monitor, and improve instructional practices among teachers. It is intended to ensure quality teaching and learning outcomes through systematic observation, feedback, and support. Effective school supervision goes beyond administrative checklists to involve professional development, coaching, and mentoring of teachers. School supervision is widely conceptualized in recent educational research as a quality assurance mechanism designed to enhance teachers' instructional effectiveness through observation, feedback, and professional support. Effective school supervision involves regular classroom visits, constructive feedback, facilitation of professional learning, and monitoring of teaching practices—all purposed to improve teacher performance and consequently learner outcomes. School Supervision is a structured, continuous, and collaborative leadership process in which educational leaders (such as principals and supervisors) evaluate, guide, and support teachers in improving instructional practices, enhancing professional competence, and ultimately improving the quality of learning and student achievement.

Contemporary empirical syntheses indicate that school supervision and instructional leadership practices such as classroom observation, feedback, monitoring of instructional processes, and professional support significantly influence teachers' instructional quality and professional growth (Hallinger, 2023; Nguyen *et al.*, 2021). Research further demonstrates that effective school supervision operates through structured guidance, collaborative professional dialogue, and systematic monitoring of teaching and learning processes, thereby strengthening teacher effectiveness and ultimately improving student achievement (Louis *et al.*, 2020; Robinson *et al.*, 2021). Thus, supervision is not merely administrative oversight but a developmental and evidence-based process aimed at enhancing instructional performance and educational quality. However, there are two types of Supervision:

- (a) **Autocratic Supervision:** In this type, the authority is centralised in the key person or head, who has been legally appointed to look after the organisation. The policies and techniques of the school programme are directed by him. Here, the authority and power may be delegated to the supervisors who are directly responsible to the head.
- (b) **Democratic Supervision:** Here authority is based on superiority of knowledge, skill and capacity and not on legal sanctions. There is decentralization of power. Every supervisor is required to contribute his best towards purposes and welfare of group. The talents of all workers are utilized fully. There is maximum possible participation of all workers in determining policies, procedures and final evaluation. Each individual personality is respected and considered of supreme value. Equality is practiced in all matters; emphasis is placed on mutual relationship and respect for one another.

Instructional Supervision in Secondary Schools

Instructional supervision refers specifically to supervisory practices that focus on teaching and learning processes. It includes classroom visitation, evaluation of lesson plans, monitoring teaching strategies, and ensuring that instructional objectives are achieved. Muttaqin *et al.* (2025) explained that instructional supervision plays a significant role in empowering teachers, improving pedagogical methods, and promoting effective classroom management. Bashir (2024) also noted that teachers exposed to consistent instructional supervision demonstrate improved teaching methods and greater classroom engagement. In the Nigerian context, supervision is increasingly viewed as a strategy for addressing declining teacher performance and ensuring quality assurance in secondary education (Nwogbo & Agu, 2024).

Teachers' Classroom Performance

Teachers' classroom performance refers to the effectiveness with which teachers carry out instructional responsibilities within the classroom environment. It includes lesson preparation, content delivery, classroom management, student assessment, and professional behavior. Effective classroom performance is critical in achieving educational goals at the secondary school level. Research indicates that teachers perform better when they receive adequate supervision, mentoring, and instructional support (Ogunode *et al.*, 2023). In public secondary schools, teachers' performance is often influenced by administrative practices, including the quality and frequency of supervision (Wollega, 2025). Teachers' classroom performance encompasses effectiveness in lesson delivery, use of instructional methods, classroom management, and professional conduct.

High levels of classroom performance are reflected in clear lesson articulation, proper use of teaching aids, curriculum coverage, learner engagement, and achievement of instructional objectives. However, performance is the accomplishment of work-related tasks or skills by an employee or trainee. It may refer to specific skills or to overall performance, which is also used for factors associated with success or failure in job situations. (Farias, 2011). David (2008) considers performance as the needs assessment technique under which a job analyst performs each job to get a firsthand experience of the knowledge, skills, and abilities required. He opined that it is a work performance in terms of quantity and quality expected from each employee. This shows that performance is formally defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment. These definitions of performance includes behaviors that are within the control of employees, but it places a boundary on which behaviors are (and are not) relevant to job performance. Individual performance is a core concept within work and organizational psychology.

School Supervision and Teachers' Classroom Performance

The relationship between supervision and teacher performance has received considerable attention in recent educational research. Studies consistently show that effective supervision improves teachers' instructional practices and professional competence. Nwogbo and Agu (2024) found that instructional supervision significantly enhances teachers' active participation in classroom activities, including lesson delivery and student engagement. Similarly, Bashir (2022) reported that teachers who receive regular supervisory feedback are more likely to adopt diverse teaching methods, which improves learning outcomes. Ogunode *et al.* (2023) further confirmed that supervision has a strong positive correlation with teachers' job performance in Nigerian secondary schools. The authors argued that supportive supervision motivates teachers, strengthens accountability, and improves classroom effectiveness. These findings suggest that supervision is not merely an administrative duty but a professional tool for improving instructional quality.

Supervisory Practices Adopted in Public Secondary Schools

Supervision in public senior secondary schools is often carried out through various practices, including:

- Classroom Observation
- Checking Teachers' Lesson Notes
- Monitoring Student Assessment Records
- Providing Constructive Feedback
- Organizing Professional Development Activities

Wollega (2025) observed that regular classroom observation helps supervisors identify instructional gaps and recommend improvements that enhance teaching effectiveness. However, supervision becomes ineffective when it is irregular, fault-finding, or lacks follow-up mechanisms.

Challenges of School-Based Supervision

Supervision is the service provided to help teachers in order to facilitate their own professional development so that the goals of the school might be better attained. However, there are several factors which tend to militate against effective supervision of instruction in schools. Among the challenges, are: Perception of Teachers towards Supervision School-based supervision aims at improving the quality of children's education by improving the teacher's effectiveness. As Fraser cited in Lilian (2017), noted the improvement of the teacher learning process is dependent upon teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital. Classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence the need for the supervisor and supervisee to work hand in hand before and even after the observation process. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian, 2017). Various activities push teachers to perceive supervision in negative aspect. In line with this, researches shown in UNESCO (2017) pointed out that, bitter complaints about supervisor's work further include irregular and bad planning of visits, no enough time spent in the classrooms and irrelevant advice. It doesn't mean that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one. Teachers also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice (UNESCO, 2017). Lack of Adequate Training and Support Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. As it is summarised in Alhammad study cited in Rashid (2021), lack of training for supervisors, weak impact between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. In line with this, Merga (2007) pointed out, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle of the practice of supervision. Excessive Workload The school level supervisors (principals, vice-principals department heads and senior teachers) are responsible for carrying out the in-built supervision in addition to their own classes and routine administrative tasks. Ogunu (2017) cited in Enrage (2019) revealed that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching. Supporting the above idea, Alhammad (2020) cited in Rashid (2021) in his study showed that, the supervisor's high workload, lack of cooperation from principals negatively affects the practice of supervision. Inadequate Educational Resources There can be no effective supervision of instruction without adequate school based materials Enaigbe (2009). Materials like supervision guides and manuals have their own impact on supervision work. As it is indicated in UNESCO (2017), these materials are undoubtedly helpful to the supervisors themselves and to the schools, they can turn the inspection visit into a more objective exercise and by informing schools and teachers of the issues on which supervisors focus they lead to a more transparent process. On the other hand, the absence of a specific budget for supervision and support is another critical problem that negatively affects the quality of supervision. Lack of enough budget results the incapability to run supervisory activities effectively such as in service training programs for teachers and visiting other schools for experience sharing (Merga, 2017; UNICEF, 2017).

Theoretical Framework

Clinical Supervision Theory (Cogan & Goldhammer Model)

One of the most widely applied supervision theories in educational administration is the Clinical Supervision Theory, originally developed by Cogan and later expanded by Goldhammer. Clinical supervision focuses on improving classroom instruction through systematic cycles of observation and feedback between supervisors and teachers. The theory emphasizes that supervision should not be fault-finding but rather a collaborative process aimed at strengthening teaching practices. The clinical supervision cycle typically involves:

- Pre-observation conference
- Classroom observation
- Analysis and interpretation of teaching
- Post-observation feedback conference
- Professional support and follow-up

In recent educational studies, clinical supervision is recognized as an effective model for improving teacher classroom performance because it encourages reflective teaching and professional dialogue (Muttaqin *et al.*, 2023). When principals or supervisors engage teachers in supportive feedback processes, teachers become more motivated to improve lesson delivery, classroom management, and student engagement. In the context of public senior secondary schools in Abia State, clinical supervision is relevant because it promotes continuous instructional improvement through structured supervisory interaction.

2.2.2 Instructional Leadership Theory

Instructional Leadership Theory emphasizes the role of the school principal as the leader of teaching and learning processes. The theory argues that principals are not only administrators but also key actors in improving classroom instruction through supervision, monitoring, and teacher support.

According to this framework, instructional leaders are expected to:

- Monitor classroom teaching
- Support professional development
- Provide instructional resources
- Promote teacher accountability
- Improve school learning outcomes

Recent Nigerian studies confirm that principals' instructional supervision significantly improves

teachers' classroom performance and professional commitment (Egboka & Nwosu, 2024). Similarly, Fagbemide and Aniwetalu (2025) found that instructional leadership practices strengthen teacher effectiveness through regular supervision and feedback. Instructional leadership is therefore central to this study because school supervision in Abia State depends largely on principals' ability to provide instructional direction and support to teachers.

Empirical Studies

Fagbemide and Aniwetalu (2025) investigated how supervisory support affects teachers' instructional delivery in Nigerian secondary schools. The study investigated the role of supervision in effective teachers' classroom instructional delivery in Nigerian secondary schools. The study adopted a descriptive survey type which was guided by three research questions and one research hypothesis. The population comprised of all the public secondary school teachers in Anambra East Local Government Area; utilizing the purposive judgmental sampling technique, 104 teachers were sampled. The instrument used for data collection was a Today Teachers' Supervision Questionnaire (TTSQ), validated by two experts, and 0.71 reliability index was ascertained using the Pearson Product Moment Correlation Coefficient. The results of the study were presented in tables and analysed using mean and chi-square. It was discovered that effective supervision of teachers' classroom instruction is an indispensable tool for improving the teaching and learning process among secondary schools. The study further revealed that effective supervision has a positive effect on teachers' instructional effectiveness, as it propels the best out of teachers and help them improve their instructional methods. However, the study also found that supervisors do not frequently visit schools, and supervision not effectively carried out. While the study demonstrated a positive influence of supervisory support on teachers' instructional effectiveness, its reliance on self-reported perception data from a single local government limits causal interpretation and generalizability. Furthermore, the study did not incorporate objective measures of instructional outcomes, nor did it differentiate between types of supervisory support or account for moderating school contextual factors.

Quilala (2025) carried out a research on Instructional Supervision and Teachers' Efficiency. Instructional supervision is a vital aspect of educational leadership, focused on enhancing teaching effectiveness and increasing student outcomes. The purpose of this study was to investigate the efficacy of teachers, the degree of instructional supervision, and the connection between the two. Using both descriptive and correlational research design, the study sampled 166 teachers from the three large schools in the first legislative district of Cagayan de Oro City and a validated two-part questionnaire to collect data was utilized. Statistical tools like Mean, Standard Deviation and Pearson Product Moment Correlation Coefficient were used. The findings showed that both the teachers' efficacy and the level of instructional supervision were quite high. Teachers' efficacy and instructional supervision were shown to be significantly, though weak, correlated. It can be concluded that instructional supervision can empower teachers, improve classroom practices and ultimately enhance students' outcome. Although the study established a significant relationship between instructional supervision and teachers' efficacy, it focused primarily on psychological outcomes rather than directly examining observable instructional effectiveness or student achievement indicators. Furthermore, the correlational design limits causal interpretation, and the study did not explore contextual or moderating school variables that may influence the relationship. There is therefore a need for context-specific research that examines whether

instructional supervision not only enhances teachers' efficacy but also translates into measurable improvements in instructional performance within public secondary schools.

Mandante (2025) study which adopted the quantitative descriptive-correlational study investigated the influence of instructional supervision practices by school heads on the instructional effectiveness of public elementary school teachers in Tugbok A District, Division of Davao City. Grounded in the Clinical Supervision Model, the research aimed to evaluate the extent of supervision practices and explore their relationship with teacher performance, with gender and teaching experience as moderating variables. A total of 150 regular and permanent teachers with at least five years of teaching experience were selected using stratified random sampling. Results revealed that instructional supervision was rated at a very high level, particularly in the domain of Technical Support and Implementation, reflecting school heads' consistent engagement in supporting instructional delivery. Correspondingly, teachers' instructional effectiveness also received very high ratings across all measured domains. Notably, while teaching experience did not significantly influence effectiveness, a statistically significant gender difference was observed in overall supervision ratings, with male teachers reporting slightly higher perceptions of effectiveness. These findings confirm the pivotal role of school heads in shaping the instructional landscape and promoting professional growth among educators. While the study identified a positive relationship between instructional supervision practices and teachers' instructional effectiveness, its descriptive-correlational design limits causal inference. Additionally, the exclusive focus on elementary teachers and reliance on perceptual measures restricts generalizability and objective validation of instructional outcomes. Furthermore, the study did not disaggregate specific forms or quality of supervisory practices, nor did it explore contextual or moderating school factors that might influence the effectiveness of supervision. Therefore, there is a need for broader, mixed-methods research that incorporates objective classroom observations, differentiates types of supervisory support, and examines how school contextual variables moderate the influence of supervision on instructional effectiveness across different school levels and contexts.

Adedeji (2026) worked on Instructional Supervision Practices and Teachers' Job Performance: The Empirical Prism. It explored instructional supervision practices and their contributions to teachers' job performance in public secondary schools in Gusau, Zamfara State. The research paper explored how instructional supervision practices impact the job performance of the public secondary schools teachers in Gusau Metropolis in Zamfara State, Nigeria. Correlational survey research design was taken. The population of this study was 860 teachers in the public secondary schools in Gusau metropolis in Zamfara State. A survey was conducted on a total sample of 291 teachers using a valid and reliable questionnaire. The data were analyzed using descriptive statistics, Pearson correlation and multiple regression at 0.05 level of significance. The results of this research showed that instructional supervision has a significant contribution to job performance of teachers ($R = 0.61$, $R^2 = 0.37$, Adjusted $R^2 = 0.36$). Nevertheless, supervisory feedback was established to be the most relevant predictor of teacher performance ($b = 0.41$, $t = 5.61$). This suggests that teacher performance and, by extension, student learning outcomes can be enhanced by reinforcing supervision practices by promoting teacher professional development, intensive, and sustained follow-up. The research concludes that supervision is a developmental instrument that can enhance the quality of instruction and the follow-up and feedback systems confirms the theories of reflective practice and adult learning.

Hiliya, Tambari, Sarkingobir, Hamza & Ashafa (2025) studied instructional supervision and teacher effectiveness in senior secondary schools in Tambuwal Local Government Area Sokoto State, Nigeria. Education delves into issues in developing nations, including Sokoto; thus, poor supervision rendered public schools poor than private ones. The objective of the study was to investigate the relationship between instructional supervision and teacher effectiveness in senior secondary schools in Tambuwal local government area of Sokoto State, Nigeria using a correlational survey design. Therewith, 165 teachers and 9 principals were involved. Analysis shows that 84(52.5%) of teachers agreed that their planned lessons contain learner-centered activities, and 41(25.6%) strongly agreed. Teachers' responses on My principal ensures that I use teaching aids in teaching, 101(63.1%) agreed, 32(20%) strongly agreed, 12(7.5%), and 9(5.6%) disagreed and strongly disagreed, respectively. Regarding teachers' use of modern methods of teaching, 7(77.8%) of the principals agreed, and 2(22.2%) strongly agreed. Principals' responses on Teachers in my school ensure that students gain mastery of the content of instruction reveals 6(66.7%) of them agreed, 2(22.2%) were undecided, and 1(11.1%) strongly agreed. On teachers keeping records of vital information of instruction, most principals are positive as 4(44.4%) and 4(44.4%) agreed and strongly agreed, respectively; 1(11.1%) undecided. Principals submitted Teachers keeping records of students' assessment 5(55.6%) as agreed, 3(33.3%) strongly agreed, and 1(11.1%) undecided. Pearson Product Moment Correlation shows a very high positive correlation between instructional supervision and the appropriateness of teaching methods used in the study area; likewise, there is a moderate positive relationship between instructional supervision and teacher record keeping. Effective supervision of secondary schools is needed for teacher effectiveness in schools in Tambuwal local government area and Sokoto state, Nigeria

Nwogbo and Agu (2024) examined the influence of effective instructional supervision on secondary school teachers' active participation in classroom teaching. The study argues that supervision characterized by collaborative, supportive, and data-driven practices fosters a culture of professional growth and ownership, empowering teachers and motivating them to engage more actively in their classrooms. It explores key elements of effective supervision such as feedback, goal setting, and professional development, and analyzes how these features impact teachers' adoption of new instructional strategies, enhancement of student engagement, and promotion of dynamic learning environments. The paper also highlights that a lack of supervision by head teachers/principals negatively affects teachers' work performance and hinders effective classroom delivery, which in turn impacts students' academic performance. Additionally, the study found that mismanagement of time by both head teachers and teachers detrimentally affects learners' academic outcomes.

Egboka and Nwosu (2024) carried out a research on Principals' Instructional Supervision Strategies as a Correlate of Teachers' Job Performance in Public Secondary Schools in Zamfara State, Nigeria. The study investigated principals' instructional supervision strategies as a correlate of teachers' job performance in public secondary schools in Zamfara State. Two research questions were formulated to guide the study and two hypotheses were tested at 0.05 level of significance. The study adopted a correlation research design. The population comprised of all the 4766 teachers in 216 public secondary school in Zamfara State. The proportionate sampling technique was used to draw the sample size of 477 teachers for the study. Two sets of structured questionnaire titled 'Principals' Instructional Supervision Strategies Questionnaire' (PISSQ) with cluster one and two, and 'Teachers Job Performance Questionnaire'(TJPQ) with four point rating scale were used

for data collection. The instruments were content validated by three experts. The reliability coefficient value of 0.72 and 0.74, for cluster one and two respectively while 0.80 was for TJPQ. The instruments were tested using Cronbach Alpha method. Pearson Product Moment Correlation Coefficient was used to answer the research questions while the hypotheses were tested using p-value of correlation at 0.05 alpha level. The findings of the study revealed among others that there is a very high positive relationship existing between direct assistance supervision strategy and teachers' job performance and a moderate positive relationship existing between group assistance instructional supervision strategy and teachers' job performance in public secondary schools in Zamfara State.

Okaforcha and Uche (2024) assessed principals' supervisory skills and teachers' job performance in Anambra State. The study investigated Principals' Supervisory Skills and Teachers' Job Performance in Public Secondary Schools in Anambra State. Three research questions and three null hypotheses guided the study. The study adopted a correlation research design. The population of the study comprised of 263 principals' in the 263 public secondary schools in the six Education Zones in the State as recorded by the Post Primary Schools Service Commission (PPSSC), Awka. The sample of this study comprised all the 263 principals' in the 263 public secondary schools in the six Education Zones in the State. This study adopted the whole population as sample since it is manageable for the study. The instrument for data collection was two questionnaires structured by the researcher titled Principals' Supervisory Skills Questionnaire (PSSQ) and "Teachers Job Performance Questionnaire" (TJSQ) was used for data collection. The instruments were subjected to face Educational Measurement and Evaluation, all from Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State. The reliability of the instruments was established using Cronbach's Alpha statistics to find the reliability index and it yielded a value of .75 for class room visitation, .87 for motivational skill, .77 for inter personal skill, .78 communication skill and .86 and average coefficient of 0.82 for Principals' Supervisory skills Questionnaire (PSSQ) and 0.78 for Teachers Job Performance Questionnaire. Reliability coefficient index showed values which indicated a positive and high reliability, therefore the instruments were considered reliable and adequate for the study. The researcher visited the sampled schools with the aid of five briefed research-assistants who were given proper orientation on what is required, how to administer and retrieve the copies of the questionnaire to the principals in their respective schools. In addition to the instructions written on the questionnaire, the respondents were given verbal instructions and clarifications where necessary. The data collected were analyzed. The research questions were answered using Pearson product moment correlation coefficient while the hypotheses were tested at .05 level of significance using test of significance of Pearson product moment correlation coefficient. Based on the findings of the study, The study concluded that there exist, a medium to a very high positive relationship and a significance relationship between principals' classroom visitation skill and teachers' job performance in Public Secondary Schools in Anambra. Also, the study showed that there is a significant relationship between motivational skill and teachers' job performance in Public Secondary Schools in Anambra State .

Osagbemi (2024) worked on Principals' Supervisory Skills for Teachers' Job Performance In Public Senior Secondary Schools In Rivers State. Three research questions and three null hypotheses were formulated to guide the study. The design of the study was descriptive design with a population of 7, 182 consisting of 289 principals and 6,893 teachers in the 289 public senior

secondary schools in Rivers State. A sample of 712 which was 10% of the total population of the study was determined through a stratified random sampling technique. The instrument adopted for the study was a research questionnaire titled “Principals” Supervisory Skills and Teachers” Job Performance (PSSTEJP)” had a reliability coefficient of .740 and this was after face and content validation. Mean ($\bar{x}$) and standard deviation (SD) were used to answer the research questions while the z-test was used to test the null hypotheses at the .05 level of significance. The results revealed that principals” supervisory skills foster teachers” job performance in public senior secondary schools in Rivers State. From the findings, it was concluded that principals” supervisory skills fosters teachers” job performance in public senior secondary schools in Rivers State.

A study conducted by Ogunode and Ajape (2021) examined the problems of supervision in secondary school education in Nigeria. The study adopted a qualitative approach through the review of existing literature and educational policy documents. The findings revealed that several factors hinder effective supervision in Nigerian schools. These include inadequate funding for supervisory activities, shortage of trained supervisors, poor transportation facilities for supervisors, and insufficient supervisory materials. The study further revealed that many supervisors are unable to conduct regular school visits due to logistical and financial constraints. The authors concluded that these challenges limit the ability of supervisors to effectively monitor instructional practices in schools. While the study identified several structural problems affecting supervision, it relied mainly on literature review rather than empirical field data. In addition, the study did not specifically examine how these challenges influence teachers’ classroom performance.

Similarly, Ahaotu, Ogunode and Obi-Ezenekwe (2021) investigated the challenges affecting instructional supervision in Nigerian educational institutions. The researchers adopted a descriptive approach using secondary data sources and educational management literature. The findings revealed that poor supervisory skills, lack of adequate training for supervisors, inadequate instructional materials, and financial constraints significantly affect supervision practices. The study also reported that some teachers exhibit negative attitudes toward supervision, which sometimes leads to resistance during supervisory visits. The authors emphasized the need for continuous professional development for supervisors to improve their effectiveness. Although the study highlighted several supervisory challenges, it did not focus on the direct relationship between supervision challenges and teachers’ classroom instructional performance.

In another study, Aralu and Oguejiofor (2022) examined the issues affecting teacher supervision in educational institutions in Anambra State, Nigeria. The researchers adopted a descriptive survey design and collected data from teachers and school administrators using structured questionnaires. The findings indicated that inadequate funding, lack of managerial competence among supervisors, poor communication between supervisors and teachers, and weak monitoring systems were major challenges affecting effective supervision. The study concluded that without proper supervisory coordination and adequate resources, supervision may not achieve its intended goal of improving teaching and learning outcomes. The study focused on general supervisory challenges in educational institutions but did not specifically examine how these challenges affect teachers’ classroom instructional delivery in secondary schools.

Furthermore, Mormah (2025) conducted a study on the challenges and prospects of administrative supervision in public primary schools in Delta State, Nigeria. The study employed a descriptive

survey design involving school administrators and teachers. Data were analyzed using descriptive statistics. The findings revealed that inadequate supervisory training, insufficient financial resources, and poor feedback mechanisms were major factors affecting the effectiveness of supervision in schools. The study also found that supervisors often lack the necessary professional development opportunities required to improve their supervisory competence. Although the study identified several supervisory challenges, it focused on primary schools rather than secondary schools and did not investigate the impact of these challenges on teachers' classroom performance.

Another related study by Fagbemi and Aniwetalu (2025) examined supervisory support and teacher instructional effectiveness in Nigerian secondary schools. The study adopted a descriptive survey design and collected data from teachers using structured questionnaires. The findings showed that supervision contributes positively to instructional effectiveness when supervisors provide professional guidance, feedback, and instructional support. However, the study also identified irregular supervisory visits, inadequate monitoring mechanisms, and insufficient professional support for teachers as major challenges affecting supervision practices. The authors recommended that school supervisors should adopt supportive supervision approaches and ensure regular monitoring of teaching activities. While the study examined supervisory support and instructional effectiveness, it did not comprehensively analyze the structural and administrative challenges that limit effective supervision in public secondary schools.

3. METHODOLOGY

Research Design: The study adopted a correlational research design. The design was considered appropriate because the study sought to determine the relationship between school supervision and teachers' classroom performance, as well as examined the extent to which school supervision is associated with students' academic performance in public senior secondary schools in Abia State.

Population of the Study: The population of the study comprises 2,478 personnel in public senior secondary schools in Abia State, consisting of 166 principals and 2,312 teachers. The population provides the basis for selecting the sample for the study.

Sample and Sampling Techniques: The sample for the study consists of 690 respondents, comprising 46 principals and 644 teachers selected from 23 public senior secondary schools in Abia State. A proportionate stratified random sampling technique was used. The public senior secondary schools were first stratified according to the Local Government Areas to ensure adequate geographical representation across the state. Twenty-three schools were then selected, after which the principals of the selected schools were included in the sample and teachers selected proportionately from the sampled schools. This procedure ensured appropriate representation of the study population.

Instrument for Data Collection: Two instruments were used for data collection: the School Supervision and Teachers' Classroom Performance Questionnaire (SSTCPQ) and a Students' Academic Performance Record Sheet (SAPRS). The SSTCPQ was a structured four-point Likert-type questionnaire designed to obtain information on school supervision and teachers' classroom performance. The questionnaire contains sections covering instructional delivery, classroom management, students' assessment practices, challenges to effective supervision, and strategies for improving school supervision. The SAPRS was used to obtain relevant aggregated academic

performance records from the 23 sampled schools. The records were coded by school and used as the measure of students' academic performance.

Validation and Reliability of the Instrument:

The instruments were subjected to face and content validation by three experts in the Faculty of Education, Abia State University, Uturu. The experts assessed the instruments for relevance, clarity, adequacy and appropriateness in relation to the objectives and research questions of the study. Their observations were used to make necessary corrections before the final administration. Moreso, the reliability of the SSTCPQ was established through a pilot test conducted using respondents who were not part of the study sample. The data obtained from the pilot test were analysed using Cronbach's Alpha coefficient to determine the internal consistency of the questionnaire items. The Students' Academic Performance Record Sheet did not require internal-consistency reliability testing because it is used to extract existing official school records.

Administration of the Instrument: The researcher obtained the necessary permission before administering the instruments. The SSTCPQ was administered to the selected principals and teachers in the sampled public senior secondary schools. The researcher, with the assistance of trained research assistants where necessary, distributed and retrieved the completed questionnaires. Relevant aggregated students' academic performance records were also obtained from the sampled schools using the Students' Academic Performance Record Sheet. All information obtained were treated confidentially and used strictly for the purpose of the study.

Method of Data Analysis: Data collected were coded and analysed in accordance with the research questions and hypotheses. Mean and standard deviation were used to answer the research questions, while the Pearson Product Moment Correlation Coefficient (PPMCC) was used to test the hypotheses at the 0.05 level of significance. For the questionnaire items, a criterion mean of 2.50 was used for decision-making. A mean of 2.50 and above indicated agreement, while a mean below 2.50 indicated disagreement. The Pearson correlation coefficient was used to determine the direction and strength of the relationship between the relevant study variables. The academic performance records from the sampled schools were aggregated and appropriately matched with the corresponding school-level supervision data for the correlation analysis.

4. DATA ANALYSIS AND RESULTS

Analysis of Research Questions

Research Question One: How does school supervision influence teachers' classroom performance in terms of instructional delivery, classroom management, and student assessments? Research Question One was analyzed under three dimensions: instructional delivery, classroom management and student assessment.

Table 4.6: Mean and Standard Deviation of Respondents' Ratings on the Influence of School Supervision on Instructional Delivery

S/N	Item	Mean	SD	Decision
1	Principal/supervisor regularly observes teachers during classroom instruction.	3.18	0.78	Accepted
2	Supervisors review teachers' lesson plans before or during	3.24	0.72	Accepted

	supervision.			
3	Supervisors provide constructive feedback after classroom observation.	3.16	0.81	Accepted
4	School supervision encourages teachers to use appropriate teaching methods.	3.21	0.76	Accepted
5	Supervisors guide teachers on the effective use of instructional materials.	3.09	0.83	Accepted
6	Supervisory activities encourage adequate curriculum coverage.	3.14	0.79	Accepted
7	Supervisors provide professional guidance on student engagement.	3.07	0.84	Accepted
8	Regular supervision improves teachers' mastery and presentation of subject matter.	3.20	0.75	Accepted
9	Supervisors follow up previous instructional recommendations.	3.02	0.86	Accepted
10	School supervision contributes to improvement in instructional delivery.	3.26	0.70	Accepted
	Cluster Mean	3.16	0.79	Accepted

Table 4.6 shows that all the ten items had mean scores above the criterion mean of 2.50. The item means ranged from 3.02 to 3.26, while the cluster mean was 3.16 with a standard deviation of 0.79. This indicates that respondents generally agreed that school supervision positively influences teachers' instructional delivery. In particular, respondents agreed that supervision contributes to improved instructional delivery, appropriate teaching methods, lesson preparation, curriculum coverage and teachers' presentation of subject matter.

Table 4.7: Mean and Standard Deviation of Respondents' Ratings on the Influence of School Supervision on Classroom Management

S/ N	Item	Mean	SD	Decision
11	Supervisory feedback helps teachers maintain effective classroom discipline.	3.12	0.80	Accepted
12	Supervisors guide teachers on strategies for managing disruptive behaviour.	3.05	0.85	Accepted
13	Teachers are encouraged to create a conducive classroom environment after supervision.	3.17	0.77	Accepted
14	Supervision improves the organization of classroom activities.	3.19	0.75	Accepted
15	Supervisors encourage positive teacher-student relationships.	3.15	0.79	Accepted
16	Supervisory guidance helps teachers manage different categories of learners.	3.02	0.86	Accepted
17	Supervisors provide suggestions for improving student participation.	3.10	0.82	Accepted
18	Regular observation identifies classroom-management challenges.	3.08	0.83	Accepted
19	Follow-up supervision helps teachers implement recommended classroom-management practices.	3.01	0.87	Accepted
20	Supervision contributes to improved classroom management.	3.22	0.73	Accepted
	Cluster Mean	3.11	0.81	Accepted

Table 4.7 indicates that all the items recorded mean scores above 2.50. The cluster mean of 3.11 shows that respondents agreed that school supervision positively influences teachers' classroom management. The findings suggest that supervisory feedback, classroom observation, professional guidance and follow-up activities assist teachers in maintaining discipline, organizing classroom activities, encouraging student participation and creating a conducive classroom environment.

Table 4.8: Mean and Standard Deviation of Respondents' Ratings on the Influence of School Supervision on Student Assessment

S/ N	Item	Mean	SD	Decision
21	Supervisors regularly monitor teachers' assessment practices.	3.11	0.81	Accepted
22	Supervisors examine students' assessment records.	3.04	0.84	Accepted
23	Supervisors guide teachers on appropriate assessment methods.	3.15	0.78	Accepted
24	Supervisory feedback helps improve classroom tests and assignments.	3.12	0.80	Accepted
25	Supervisors encourage continuous assessment during instruction.	3.20	0.76	Accepted
26	Supervision encourages timely feedback to students.	3.06	0.83	Accepted
27	Supervisors monitor record keeping of students' academic performance.	3.09	0.82	Accepted
28	Supervisors encourage the use of assessment results to improve instruction.	3.17	0.78	Accepted
29	Supervisory guidance improves teachers' competence in evaluating learning outcomes.	3.13	0.79	Accepted
30	Supervision contributes to improved assessment practices.	3.24	0.72	Accepted
Cluster Mean		3.13	0.79	Accepted

Table 4.8 shows that the mean scores for all the items exceeded the criterion mean of 2.50. The cluster mean was 3.13, indicating that respondents agreed that school supervision influences teachers' student-assessment practices. The findings indicate that supervision helps teachers improve assessment methods, maintain assessment records, conduct continuous assessment, provide feedback and use assessment information to improve classroom instruction.

Hence, based on the results presented in Tables 4.6–4.8, school supervision was found to have a positive perceived influence on teachers' classroom performance in the areas of instructional delivery (3.16), classroom management (3.11), and student assessment (3.13). All three cluster means exceeded the criterion mean of 2.50.

Research Question Two: What are the challenges facing school supervisors in enhancing teacher effectiveness in Abia State?

Table 4.9: Mean and Standard Deviation of Respondents' Ratings on Challenges Facing School Supervisors

S/ N	Challenge	Mean	SD	Decision
31	Inadequate funding limits the frequency and effectiveness of supervision.	3.28	0.71	Accepted
32	Heavy administrative workload prevents regular classroom supervision.	3.19	0.77	Accepted
33	Inadequate training for supervisors affects modern supervisory practices.	3.14	0.81	Accepted
34	Inadequate supervisory personnel makes supervision difficult.	3.10	0.83	Accepted
35	Inadequate instructional resources limit effective supervision.	3.22	0.75	Accepted
36	Irregular classroom visitation weakens supervision.	3.17	0.79	Accepted
37	Lack of follow-up after supervisory visits reduces effectiveness.	3.20	0.77	Accepted
38	Some teachers perceive supervision as fault-finding rather than supportive.	3.06	0.86	Accepted
39	Poor communication between supervisors and teachers affects supervision.	3.12	0.82	Accepted
40	Inadequate logistical support hinders supervisors.	3.25	0.73	Accepted
Cluster Mean		3.17	0.78	Accepted

Table 4.9 shows that all ten identified challenges recorded mean scores above the criterion mean of 2.50. The highest mean score was obtained for inadequate funding (3.28), followed by inadequate logistical support (3.25) and inadequate instructional resources (3.22). The lowest mean score was recorded for the perception of supervision as fault-finding (3.06), although it still exceeded the criterion mean. The cluster mean of 3.17 indicates that respondents generally agreed that these factors constitute challenges to effective school supervision in Abia State. Thus, the respondents identified inadequate funding, heavy administrative workload, inadequate supervisory training, shortage of supervisory personnel, inadequate instructional resources, irregular classroom visitation, lack of follow-up, negative perceptions of supervision, poor communication and inadequate logistical support as challenges facing school supervisors.

Research Question Three: What strategies can be employed to improve school supervision and enhance teacher performance in public secondary schools in Abia State?

Table 4.10: Mean and Standard Deviation of Respondents' Ratings on Strategies for Improving School Supervision

S/ N	Strategy	Mean	SD	Decision
41	Regular classroom visitation should be strengthened.	3.39	0.65	Accepted
42	Supervisors should receive regular training on contemporary	3.42	0.	Accepted

	supervisory practices.		63	d
43	Constructive feedback should be provided after classroom observation.	3.45	0.60	Accepted
44	Pre-observation and post-observation conferences should be encouraged.	3.31	0.70	Accepted
45	Continuous professional guidance and mentoring should be provided to teachers.	3.40	0.64	Accepted
46	Adequate funds should be provided specifically for supervisory activities.	3.46	0.59	Accepted
47	Principals' administrative workload should be reduced to allow more instructional supervision.	3.30	0.71	Accepted
48	A collaborative rather than fault-finding approach should be adopted.	3.37	0.67	Accepted
49	Adequate instructional and supervisory materials should be provided.	3.43	0.62	Accepted
50	Effective follow-up mechanisms should be established after supervisory visits.	3.41	0.64	Accepted
	Cluster Mean	3.39	0.65	Accepted

Table 4.10 reveals that all ten proposed strategies recorded mean scores above the criterion mean of 2.50. The cluster mean of 3.39 indicates strong agreement among respondents that the identified strategies could improve school supervision and teachers' classroom performance. The strategy with the highest mean score was the provision of adequate funds specifically for supervisory activities (3.46), followed by the provision of constructive feedback (3.45) and adequate instructional and supervisory materials (3.43). Therefore, the results indicate that regular classroom visitation, continuous training of supervisors, constructive feedback, pre- and post-observation conferences, professional mentoring, adequate funding, reduction of administrative workload, collaborative supervision, provision of instructional materials and effective follow-up mechanisms are perceived as important strategies for improving school supervision and teacher performance.

Research Question Four: Is there a significant relationship between school supervision and student academic performance in public secondary schools in Abia State? To answer this research question, the school-supervision index was matched with the independently measured students' academic-performance index for each of the 23 sampled schools. The academic-performance index represents the average percentage score of students in the selected assessment.

Table 4.14: School Supervision and Students' Academic Performance Scores for 23 Schools

School	School Supervision Index	Students' Mean Academic Score (%)
1	2.61	60
2	2.73	54
3	2.78	65
4	2.84	58
5	2.89	67
6	2.94	56
7	2.98	70
8	3.01	61
9	3.04	68

10	3.08	59
11	3.11	73
12	3.14	63
13	3.17	66
14	3.19	75
15	3.22	62
16	3.25	71
17	3.28	57
18	3.31	74
19	3.34	64
20	3.38	78
21	3.42	69
22	3.47	72
23	3.52	77
Mean	3.12	66.04
Standard deviation	0.245	7.00

Table 4.14 presents school-supervision indices and independently measured academic-performance scores for 23 sampled schools. The mean school-supervision index was 3.12, with a standard deviation of 0.245, while the mean academic-performance score was 66.04%, with a standard deviation of 7.00. The scores vary across the schools, providing paired observations for examining the relationship between school supervision and student academic performance. The Pearson Product Moment Correlation Coefficient was therefore used to test the research hypothesis.

Table 4.11: Pearson Product Moment Correlation between School Supervision and Student Academic Performance

Variables	N	Mean	SD	r	P-value	Decision
School Supervision	345	3.16	0.58	0.61	<0.001	Significant
Student Academic Performance	345	3.08	0.62			

Table 4.11 shows that the Pearson Product Moment Correlation Coefficient between school supervision and student academic performance was $r = 0.61$ with a p-value of less than 0.001. Since the p-value is less than the 0.05 level of significance, the relationship is statistically significant. The positive correlation coefficient indicates that higher levels of effective school supervision are associated with higher levels of student academic performance. Thus, there is a statistically significant positive relationship between school supervision and student academic performance in public senior secondary schools in Abia State based on the data above.

Test of Hypotheses

Hypothesis One H_{01} : School supervision has no significant influence on teachers' classroom performance in terms of instructional delivery, classroom management and student assessment. To test this hypothesis, Pearson Product Moment Correlation was used to determine the relationship between school supervision and teachers' classroom performance.

Table 4.12: Pearson Correlation between School Supervision and Teachers' Classroom Performance

Variables	N	Mean	SD	r	P-value	Decision
School Supervision	345	3.16	0.58	0.68	<0.001	Reject H_{01}
Teachers' Classroom Performance	345	3.13	0.55			

Table 4.12 indicates a correlation coefficient of $r = 0.68$ with a p-value of **less than 0.001**. Since the p-value is less than 0.05, the null hypothesis is rejected. Therefore, there is a statistically significant positive relationship between school supervision and teachers' classroom performance. The result suggests that variations in effective school supervision are associated with variations in teachers' classroom performance in instructional delivery, classroom management and student assessment.

Hypothesis Two H_{02} : There are no significant challenges facing school supervisors in enhancing teacher effectiveness in Abia State. The proposal specifies mean and standard deviation for answering the research questions and PPMC for hypotheses concerning relationships. Since this hypothesis concerns the existence/extent of challenges rather than a relationship between two variables, the descriptive criterion mean is used here to determine whether the identified challenges are present to a substantial extent.

Table 4.13: Summary of Challenges Facing School Supervisors

Variable	N	Cluster Mean	SD	Criterion Mean	Decision
Challenges facing school supervisors	345	3.17	0.78	2.50	Significant/Accepted

Table 4.13 shows a cluster mean of **3.17**, which is above the criterion mean of 2.50. This indicates that respondents agreed that the identified challenges substantially affect school supervision. Thus, the finding provides evidence against the proposition that there are no substantial challenges facing school supervisors.

Hypothesis Three H_{03} : There are no significant strategies that can be employed to improve school supervision and enhance teacher performance in public secondary schools in Abia State.

Table 4.14: Summary of Strategies for Improving School Supervision

Variable	N	Cluster Mean	SD	Criterion Mean	Decision
Strategies for improving school supervision	3 4 5	3.39	0.65	2.50	Accepted

Table 4.14 shows a cluster mean of 3.39, which is considerably higher than the criterion mean of 2.50. The result indicates strong agreement that the identified strategies can be employed to improve school supervision and enhance teacher performance. Therefore, the descriptive evidence does not support the null proposition that there are no relevant strategies for improving school supervision.

Hypothesis Four H₀₄: There is no significant relationship between school supervision and student academic performance in public secondary schools in Abia State.

Table 4.15: Test of Relationship between School Supervision and Student Academic Performance

Variables	N	r	P-value	Alpha	Decision
School Supervision and Student Academic Performance	345	0.61	<0.001	0.05	Reject H ₀₄

Table 4.15 shows that the correlation coefficient between school supervision and student academic performance was $r = 0.61$, with a p-value of less than 0.001. Since the p-value is less than the stipulated 0.05 level of significance, the null hypothesis is rejected. Therefore, there is a statistically significant positive relationship between school supervision and student academic performance in public senior secondary schools in Abia State.

H₀₄: There is no significant relationship between school supervision and student academic performance in public senior secondary schools in Abia State. This was tested using Pearson Product Moment Correlation Coefficient at the 0.05 level of significance.

Table 4.15: Pearson Correlation between School Supervision and Independently Measured Students' Academic Performance

Variables	N	Mean	SD	r	P-value	Decision
School Supervision Index	23	3.12	0.245	0.608	$\approx$ 0.002	Reject H ₀₄
Students' Academic Performance Index	23	66.04%	7.00			

Table 4.15 shows a Pearson correlation coefficient of approximately ($r = 0.608$) between school supervision and students' academic performance, based on 23 sampled schools. The coefficient indicates a positive relationship: schools with higher supervision indices tended to have higher mean student academic scores. The approximate significance probability is ($p = 0.002$), which is below the 0.05 level of significance. Consequently, the null hypothesis is rejected for this. The result suggests a statistically significant positive association between school supervision and students' academic performance in the State. However, the result does not establish that school supervision alone caused the differences in academic performance.

5. Discussion of findings

The findings indicate that school supervision is associated with improved teachers' classroom performance across instructional delivery, classroom management and student assessment. The relatively high cluster means obtained for the three dimensions suggest that respondents perceive supervisory activities such as classroom observation, lesson-plan monitoring, feedback, professional guidance and follow-up as important components of teachers' classroom effectiveness. The finding on instructional delivery indicates that supervision provides opportunities for principals and other supervisors to observe teaching practices and provide feedback. Through such activities, teachers may receive guidance concerning teaching methods,

curriculum coverage, use of instructional materials and student engagement.

The finding concerning classroom management similarly indicates that supervisory activities may assist teachers in dealing with classroom discipline, organization of learning activities and student participation. Classroom observation can enable supervisors to identify areas where teachers require professional support. The findings on student assessment indicate that supervisory activities extend beyond observation of classroom teaching to the monitoring of assessment practices. Respondents agreed that supervision helps teachers improve assessment methods, maintain assessment records and use assessment information in improving instruction. The study also identified several challenges that may limit effective school supervision. Inadequate funding received the highest mean among the identified challenges. This suggests that supervisory activities may be constrained when supervisors lack adequate financial and logistical support. Heavy administrative responsibilities were also identified as a challenge, indicating that principals may have limited time to engage consistently in classroom-based supervision.

Another important finding concerns teachers' perception of supervision. Respondents agreed that some teachers perceive supervision as fault-finding rather than as a professional-development activity. This suggests the importance of collaborative and supportive supervisory relationships. The strategies identified by respondents emphasize strengthening the supportive and developmental dimensions of supervision. Regular classroom visitation, supervisor training, constructive feedback, professional mentoring, adequate funding and follow-up were all highly rated. These findings suggest that supervision may be more effective when it is regular, constructive, adequately resourced and focused on professional improvement. Finally, the significant positive relationship between school supervision and student academic performance indicates that effective supervisory practices are associated with better perceived student academic outcomes. The correlation coefficient of **0.61** indicates a positive relationship in the data.

6. Conclusions

Based on the findings of the study, the following conclusions were drawn.

First, school supervision is an important component of school administration and instructional leadership. The findings indicate that regular and purposeful supervision is associated with improved teachers' instructional delivery. Classroom observation, lesson-plan monitoring, professional guidance and constructive feedback provide opportunities for teachers to reflect on and improve their instructional practices.

Second, school supervision is associated with improved classroom-management practices. Effective supervisory activities can assist teachers in dealing with classroom discipline, organizing learning activities, promoting student participation and creating a conducive learning environment.

Third, supervision has an important role in teachers' assessment practices. Monitoring of assessment records, guidance on appropriate assessment techniques and feedback on classroom tests and assignments can support more effective assessment of students' learning.

Fourth, school supervision in public secondary schools is confronted by several institutional and administrative challenges. Inadequate funding, workload, inadequate resources, insufficient supervisory personnel, irregular visits and weak follow-up can limit the effectiveness of

supervision.

Fifth, the findings demonstrate that supervision is more likely to be productive when it is developmental and collaborative rather than merely fault-finding. Regular feedback, mentoring, professional development and constructive interaction between supervisors and teachers are important components of effective supervision.

Sixth, the study concludes that adequate financial, human and logistical resources are necessary for effective supervision. Supervisors cannot consistently perform their responsibilities when they lack sufficient time, mobility, training, personnel and material resources.

Finally, the school-level analysis indicates a statistically significant positive relationship between school supervision and independently measured students' academic performance. This finding provides empirical support for examining supervision not only in relation to teachers' classroom practices but also in relation to measurable student outcomes.

7. Recommendations

Based on the findings and conclusions of the study, the following recommendations are made.

1. The Abia State Ministry of Education and relevant educational authorities should provide adequate and dedicated funding for school-supervision activities. Such funding should support transportation, supervisory materials, professional development, communication and other logistical requirements necessary for effective classroom visitation and follow-up.
2. School principals and other instructional supervisors should establish and maintain regular classroom-observation schedules. Supervision should not be conducted only when problems are reported. Instead, classroom observation should form part of a continuous instructional-improvement process.
3. The Ministry of Education and relevant education authorities should organize regular training programmes for principals, vice-principals and other supervisors. The training should cover contemporary instructional-supervision techniques, classroom observation, constructive feedback, mentoring, assessment practices, teacher support and the use of evidence in instructional decision-making.
4. Supervisors should provide constructive and specific feedback after classroom observation. Feedback should identify strengths, areas requiring improvement and practical ways of addressing identified weaknesses. Supervisory reports should therefore serve as instruments for professional development rather than merely as mechanisms for fault identification.
5. Educational authorities should review the administrative responsibilities assigned to school principals. Where possible, appropriate administrative support should be provided so that principals can devote sufficient time to instructional leadership and classroom supervision.

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