



Instructional Supervision Techniques and Teachers' Job Performance in Public Secondary Schools in Bayelsa State, Nigeria

***Igarando, A.A., & Oladunjoye, P.**

Department of Educational Management, Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria

*Corresponding author email: anniebella143@yahoo.com

Abstract

This study examined the relationship between instructional supervision techniques and teachers' job performance in public secondary schools in Bayelsa State, Nigeria. Specifically, the study investigated the relationships between classroom observation, supervisors' feedback, supervisors' competence, and teachers' job performance. Three research questions and three corresponding null hypotheses guided the study. A correlational research design was adopted. The population comprised 3,500 respondents from 226 public secondary schools under the Bayelsa State Post Primary Schools Board. Using the Taro Yamane formula at a 5% level of precision, the study used a sample size of approximately 360 respondents. Data were collected using a structured questionnaire titled Instructional Supervision Techniques and Teachers' Job Performance Questionnaire (ISTTJPQ). Experts in Educational Management and Measurement and Evaluation validated the instrument, and reliability was established using Cronbach's alpha, yielding an overall coefficient of 0.91. Data were analyzed using descriptive statistics and Pearson Product Moment Correlation at the 0.05 level of significance. The findings showed significant positive relationships between classroom observation and teachers' job performance ($r = .309, p < .001$), supervisors' feedback and teachers' job performance ($r = .265, p < .001$), and supervisors' competence and teachers' job performance ($r = .306, p < .001$). Although all three relationships were statistically significant, their magnitudes were relatively low. The study concludes that the examined instructional supervision practices are positively associated with teachers' job performance, while other factors may also contribute substantially to variations in teacher performance. It is recommended that educational authorities strengthen regular classroom observation, provide constructive feedback, and improve supervisors' professional competence through continuous training and support.

Keywords: Instructional supervision, classroom observation, supervisors' feedback, supervisors' competence, teachers' job performance, public secondary schools.

Introduction

Education is widely recognised as a fundamental instrument for individual development and national progress, while the quality of teaching remains central to the achievement of educational goals. Teachers translate curriculum objectives into classroom experiences through lesson planning, instructional delivery, classroom management, assessment, and interaction with learners. Consequently, the effectiveness of teachers is an important consideration in determining the quality of education provided in schools. UNESCO (2024) emphasises that qualified, supported, and motivated teachers are essential to achieving inclusive and quality education, while evidence from international education research continues to identify teaching quality as an important school-level factor associated with students' learning outcomes. The quality of teaching therefore depends not only on teachers' academic qualifications but also on the professional support and conditions under which they perform their duties.

One of the mechanisms through which teachers can be supported to improve their professional practice is instructional supervision. Instructional supervision refers to the systematic process through which school leaders and other

educational personnel observe, guide, support, and provide professional assistance to teachers with the purpose of improving teaching and learning. It extends beyond administrative inspection or the identification of teachers' weaknesses to include professional guidance, classroom observation, feedback, coaching, and follow-up support. In this regard, supervision can serve both accountability and developmental functions. Omemu (2017), in a study of secondary schools in Bayelsa State, found that factors such as the quality and number of supervisors, teacher-related factors, incentives and motivation, and school location were associated with effective instructional supervision.

Classroom observation is a particularly important component of instructional supervision because it provides supervisors with direct evidence of what takes place during teaching and learning. Through systematic observation, a supervisor can examine teachers' lesson preparation and presentation, instructional strategies, classroom management, learner engagement, use of instructional materials, questioning techniques, and assessment practices. Classroom observation can therefore provide information that may not be adequately captured through administrative records or informal discussions. Olowo (2021), in a study of public secondary schools in Oyo State, reported that classroom observation was a frequently used supervisory approach and identified classroom visitation and observation as important components of supervisory practice. Similarly, Sule et al. (2015) reported a significant positive relationship between classroom observation as an instructional supervisory practice and teachers' role effectiveness in public secondary schools in Calabar South, Cross River State.

The effectiveness of classroom observation, however, depends considerably on what happens before, during, and after the observation. Observation without appropriate professional dialogue may have limited value if teachers are not given clear explanations of observed strengths and areas requiring improvement. Feedback is therefore an important link between supervision and subsequent changes in teachers' instructional practices. Effective feedback should be sufficiently specific, timely, constructive, and related to observable aspects of teaching. Evidence from Anambra State indicates that feedback arising from external supervision, including feedback associated with lesson observation, was implemented to a considerable extent in public secondary schools (Chinwuko et al., 2024). This suggests that the usefulness of supervision is not determined solely by the act of observing teachers but also by how the information obtained from observation is communicated and acted upon. Closely related to feedback is the competence of the supervisor. Supervisors require adequate knowledge of instructional practices, curriculum requirements, classroom processes, assessment, communication, and interpersonal relations to provide guidance that teachers can meaningfully apply. Where supervisors possess appropriate professional and supervisory skills, classroom observation and feedback can become opportunities for reflection and professional development rather than merely mechanisms for fault-finding. Recent Nigerian evidence also supports the developmental dimension of supervision. Fagbemi and Aniwetalu (2025), for example, found that effective supervision was associated with improved classroom instructional effectiveness among secondary school teachers, while also reporting concerns about the frequency and effectiveness of supervisory visits. These findings reinforce the importance of examining not merely whether supervision occurs, but also the quality and competence with which it is undertaken.

The issue is particularly relevant in Bayelsa State, where the organisation and delivery of secondary education take place across geographically diverse communities. Earlier research on instructional supervision in the state identified differences associated with school location and reported that the quality and number of supervisors, the quality and number of teachers, incentives and motivation, and school location were among the factors related to effective supervision (Omemu, 2017). More recent evidence has also examined supervision in relation to teachers' job performance in public secondary schools in Bayelsa State. Inatimi(2025), using data from public secondary schools across the eight Local Government Areas of the state, reported a statistically significant positive relationship between supervision and teachers' job performance, although the relationship was relatively weak. Dawaye and Egber (2025) similarly reported a positive relationship between supervision and teachers' job performance, while arguing for a more structured and supportive approach to supervision.

The available empirical evidence therefore provides support for an association between instructional supervision and teachers' professional performance, but it also reveals important variations in findings and emphasis. Some studies have examined instructional supervision broadly, while others have concentrated on particular supervisory practices such as classroom observation. Evidence from Bayelsa State has also examined supervision as a general correlate of teachers' job performance rather than consistently isolating the contribution of specific supervisory processes. At the same time, studies conducted in other Nigerian states have produced evidence concerning classroom observation,

supervisory feedback, and the effectiveness of supervisory practices. These variations indicate that the relationship between instructional supervision and teachers' job performance should not be treated as uniform across contexts.

A further issue is the need to examine supervision as a process involving interconnected elements rather than as a single administrative activity. The frequency and quality of classroom observation, the competence of supervisors, and the nature of feedback provided to teachers may determine whether supervision functions primarily as compliance monitoring or as meaningful professional support. Although existing studies have contributed useful evidence, there remains scope for a more focused examination of these dimensions within public secondary schools in Bayelsa State. Such an examination is important because understanding the specific supervisory practices associated with teachers' job performance can provide more precise evidence for school administrators, education managers, and policymakers. Against this background, the present study examines instructional supervision techniques and their relationship with teachers' job performance in public secondary schools in Bayelsa State. Particular attention is given to the supervisory processes through which teachers' classroom practices are observed, assessed, and supported. By focusing on the relationship between instructional supervision and teachers' job performance within the specific context of Bayelsa State, the study seeks to contribute empirical evidence that can clarify existing findings and provide a basis for strengthening school-level supervisory practices.

Instructional supervision is expected to support effective teaching by providing teachers with regular classroom observation, constructive feedback, professional guidance, mentoring, and training. When properly implemented, these activities should help teachers identify areas for improvement, strengthen their instructional practices, and perform their professional responsibilities effectively. However, the effectiveness of supervision depends on its regularity, quality, and the competence of those responsible for providing it. In public secondary schools in Bayelsa State, the implementation of instructional supervision appears to be affected by contextual challenges, including the geographical distribution of schools, particularly those in riverine and hard-to-reach communities. These conditions may make regular supervisory visits and the provision of consistent professional support difficult. Concerns have also been raised about the extent to which supervision provides meaningful classroom observation, constructive feedback, and sustained professional assistance rather than focusing primarily on inspection and compliance.

Although existing studies have established a relationship between instructional supervision and teachers' job performance, important questions remain about how specific aspects of supervision relate to teachers' performance in public secondary schools in Bayelsa State. In particular, there is a need to clarify the contribution of supervision frequency, classroom observation, quality of feedback, supervisor competence, and professional support. The available evidence does not justify assuming that teachers' job performance has generally declined over time; rather, it points to the need for further empirical examination of the factors associated with teachers' performance.

The present study is therefore necessary to examine the relationship between instructional supervision and teachers' job performance in public secondary schools in Bayelsa State. By focusing on specific dimensions of instructional supervision, the study seeks to provide evidence that can help education administrators and school leaders identify areas requiring improvement and strengthen supervisory practices that support effective teaching and learning.

The following research questions were raised to guide the study.

1. What relationship exists between classroom observation by supervisors and teachers' job performance in public secondary schools in Bayelsa State?
2. What relationship exists between feedback from supervisors and teachers' job performance in public secondary schools in Bayelsa State?
3. What relationship exists between supervisors' competence and teachers' job performance in public secondary schools in Bayelsa State?

Hypotheses

H₀₁: There is no significant relationship between classroom observation by supervisors and teachers' job performance in public secondary schools in Bayelsa State.

H₀₂: There is no significant relationship between feedback from supervisors and teachers' job performance in public secondary schools in Bayelsa State.

H₀₃: There is no significant relationship between supervisors' competence and teachers' job performance in public secondary schools in Bayelsa State.

Methodology

The study adopted a correlational research design to examine the relationship between instructional supervision techniques and teachers' job performance in public secondary schools in Bayelsa State. The study was conducted across the Riverine, Upland, and Midland zones of the state. The population comprised 3,500 respondents from 226 public secondary schools recognised by the Bayelsa State Post-Primary Schools Board (PPSB). The study used stratified random sampling to ensure representation across the three geographical zones. The researcher randomly selected five schools from each zone, for a total of 15 schools, and selected a sample size of 360 respondents. The researcher collected data using a self-constructed structured questionnaire titled the Instructional Supervision Techniques and Teachers' Job Performance Questionnaire (ISTTJPQ). The researcher's supervisor and two specialists validated the instrument, and the researcher established its reliability through a pilot test involving 30 respondents. Cronbach's Alpha coefficients ranged from 0.72 to 0.85 for the individual constructs, with an overall reliability coefficient of 0.91. The researcher administered the questionnaire directly to respondents with the assistance of four research assistants. The researcher briefed the research assistants on procedures for administering and retrieving the questionnaires to ensure uniformity and accuracy. The researcher distributed and retrieved the questionnaire copies directly from the selected schools over six weeks. The data collected were analysed using inferential statistics. Pearson Product Moment Correlation Coefficient (PPMC) was used to determine the direction and strength of the relationship between the dimensions of instructional supervision and teachers' job performance. The analysis was conducted at a 0.05 level of significance.

Results

Table 1: Pearson Product Moment Correlation between supervision techniques and teacher job performance (n=360)

Variables	r	p	Decision
Classroom observation × Teachers' job performance	.309**	<.001	Reject H ₀₁
Supervisors' feedback × Teachers' job performance	.265**	<.001	Reject H ₀₂
Supervisors' competence × Teachers' job performance	.306**	<.001	Reject H ₀₃

*Note. *Correlation is significant at the 0.01 level (2-tailed).

The result of the Pearson Product Moment Correlation (PPMC) showed a significant relationship between classroom observation by supervisors and teachers' job performance ($r = .309$, $p = .000$). Since the p-value is less than 0.05, the null hypothesis was rejected, and the alternative hypothesis was accepted, indicating a significant relationship between the variables in public secondary schools in Bayelsa State. The results showed a significant relationship between supervisors' feedback and teachers' job performance ($r = .265$, $p = .000$). Since the p-value is less than 0.05, the null hypothesis was rejected, and the alternative hypothesis was accepted, indicating a significant relationship between the variables in public secondary schools in Bayelsa State. The PPMC result showed a significant relationship between supervisors' competence and teachers' job performance ($r = .306$, $p = .000$). Since the p-value is below 0.05, the null hypothesis was rejected and the alternative hypothesis accepted, indicating a significant relationship between the variables in public secondary schools in Bayelsa State.

Discussion

Classroom Observation and Teachers' Job Performance

The study found a positive and statistically significant relationship between classroom observation and teachers' job performance ($r = .309$, $p < .001$). The relationship is modest, indicating that classroom observation is associated with teachers' performance but does not, by itself, account for substantial differences in performance. This finding is

consistent with previous studies that identify classroom observation as an important supervisory practice for identifying teachers' strengths and instructional needs. However, its effectiveness may depend on the regularity of observation and the professional support provided afterwards. The finding therefore implies that classroom observation should be conducted regularly and followed by appropriate guidance and support.

Feedback and Teachers' Job Performance

The study revealed a positive and statistically significant relationship between supervisory feedback and teachers' job performance ($r = .265, p < .001$). Although the relationship is modest, the finding indicates that constructive feedback is associated with better teacher performance. Effective feedback can help teachers recognise areas of strength and identify specific aspects of their teaching that require improvement. However, the impact of feedback may be limited when it is vague, delayed, overly critical, or not followed by professional support. Supervisors should therefore provide timely, specific, constructive, and actionable feedback to help teachers improve their instructional practices.

Supervisors' Competence and Teachers' Job Performance

The study also found a positive and statistically significant relationship between supervisors' competence and teachers' job performance ($r = .306, p < .001$). The modest relationship suggests that competent supervisors are associated with better teacher performance, although supervisory competence is only one of several factors influencing teachers' performance. Competent supervisors are better positioned to conduct meaningful observations, provide relevant guidance, communicate effectively, and support teachers' professional development. The finding therefore highlights the importance of continuous training and professional development for supervisors to strengthen their instructional and supervisory skills.

Conclusion

Based on the findings of the study, classroom observation, supervisors' feedback, and supervisors' competence were each found to have statistically significant positive relationships with teachers' job performance in public secondary schools in Bayelsa State. Although the relationships were positive and significant, the correlation coefficients indicated relatively low levels of association. This suggests that instructional supervision constitutes an important aspect of teachers' professional practice, but the examined supervisory variables alone do not account for all variations in teachers' job performance. Other factors, including school resources, teacher motivation, workload, leadership practices, professional development opportunities, and the wider school environment, may also contribute to teachers' performance. The study therefore concludes that strengthening instructional supervision, particularly through regular classroom observation, constructive feedback, and competent supervisory practices, should form part of a broader strategy for supporting teachers' professional effectiveness in public secondary schools in Bayelsa State.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. School administrators and relevant education authorities should establish regular and clearly scheduled classroom observation programmes, with emphasis on instructional support rather than fault-finding.
2. Feedback should be specific, evidence-based, and communicated soon after classroom observations so that teachers can identify areas of strength and areas requiring improvement.
3. Education authorities should provide continuous professional development for principals, school heads, and other instructional supervisors in areas such as classroom observation, instructional coaching, feedback techniques, mentoring, and contemporary pedagogical practices.
4. Teachers should be given opportunities to discuss instructional challenges with supervisors, participate in goal-setting, and contribute to the development of professional improvement plans.
5. The effectiveness of supervisory practices may be constrained where schools lack adequate instructional materials, transportation, communication facilities, and other resources. Relevant authorities should therefore provide the resources required for effective supervision.
6. Since the correlations obtained in this study were relatively low, future researchers should investigate other factors such as teacher motivation, workload, school leadership, remuneration, school climate, availability of instructional resources, and professional development.

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